

Shaw-cum-Donnington Church of England Primary School

Love Lane, Donnington, Newbury, Berkshire, RG14 2JG

Inspection dates 12–13 February 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Since the previous inspection, leaders, including governors, have been successful in improving the quality of teaching. As a result, pupils' progress overall is good, and especially strong in reading and mathematics.
- Teaching is good because teachers know their pupils well, enabling them to plan learning that engages their interests. Pupils learn skills quickly and develop good attitudes to learning.
- Pupil's behaviour is good. They enjoy coming to school, get involved in lessons, are polite and courteous to adults and care for each other. They respond to the good level of care they are shown.
- Provision for pupils who are disabled or have special educational needs is good. This enables them to get the help they need to make good progress and be fully involved in lessons.
- The school's procedures to ensure that pupils are safe and secure are good and pupils feel safe.
- Good provision in Reception ensures children make good progress especially in learning to read. They are well prepared for Year 1.
- Teachers work hard and are continuously striving to improve. They respond enthusiastically to the high expectations leaders have of their teaching and the pupils' achievement.
- Checks on the progress of pupils are regular and rigorous. Leaders successfully provide precise additional support to pupils who need to catch up with others.
- Governors have a good knowledge of the school and support and provide good challenge to senior leaders. They are prepared to support school leaders to make difficult decisions to bring about improvements in teaching and learning.

It is not yet an outstanding school because

- Although pupils make good progress in writing, it is not as strong as it is in reading and mathematics.
- The progress of some pupils is held back by incorrect grammar, spelling and punctuation. Sometimes handwriting and presentation are not as good as they could be.
- Provision for learning in the area outside of the Reception classroom is limited. It is not as stimulating as inside the classroom and does not promote children's learning as effectively.

Information about this inspection

- The inspector made eight visits to classrooms to observe pupils' learning. The headteacher accompanied the inspector on some of these visits. The inspector also spent time examining pupils' books. He also observed other aspects of the school's work, including visiting an assembly.
- Meetings were held with members of the governing body, including the Chair, as well as with teachers and school leaders. The inspector also met with representatives of the local authority and of the diocese.
- Pupils took the inspector on a tour of the school. The inspector listened to pupils read in Year 1, and spoke to individuals in their classrooms about their work. He spent time on the school playground, where he also spoke to pupils.
- The inspector spoke to parents at the school gate and looked at the school's own parent survey. He also considered the 29 responses to the online questionnaire (Parent View) and a letter sent to the inspector. The inspector reviewed 16 questionnaire responses from staff.
- The inspector looked at a number of documents, including the school's own information relating to pupils' achievement, the school's self-evaluation and plan of action. He considered records relating to behaviour and attendance and checks on teaching as well as documents relating to safeguarding. The inspector also considered the school's website.

Inspection team

Martin Marsh, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a much smaller than average sized primary school.
- One in five pupils are supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who looked after). This is below average. There were only two eligible pupils in Year 6 in 2014.
- The proportion of pupils who are disabled or have special educational needs is average.
- Most pupils are of White British heritage. Only a tiny proportion of pupils do not speak English as their first language.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school runs breakfast and after-school clubs. The breakfast club was visited as part of this inspection.
- Pupils attend the Reception class on a full-time basis.

What does the school need to do to improve further?

- Improve teaching and raise achievement so that pupils make faster progress in writing by:
 - developing pupils' accuracy in spelling, grammar and punctuation
 - giving pupils even more opportunity to write in different subjects and for different purposes
 - improving pupils' presentation, particularly their handwriting.
- Make better use of the limited space outside of the Reception classroom so that children learn as well as they do inside.

Inspection judgements

The leadership and management are good

- The inspiring leadership of the headteacher is the most significant reason for the improvements in teaching and achievement and the continued good behaviour since the previous inspection. She has created a culture where only the best is acceptable for the pupils and this vision is accepted by all who work in the school. 'She has done an amazing job in keeping the best interests of the children at the forefront of everything she does' was one teacher's comment.
 - Checks on the quality of teaching are regular and rigorous. Middle leaders have received leadership training and are fully involved in this process and in making good contributions to improvements in teaching and the curriculum. Teachers respond to the high expectations and the clear guidance they are given about how to improve. They value the opportunities given to them both within and outside the school to reflect on how to become even better teachers.
 - Leaders know pupils very well. This enables them to precisely tailor what they provide, especially if pupils are having difficulties with their learning. Leaders' excellent understanding of the difficulties of pupils who are disabled or have special educational needs ensures that pupils receive the support they need to learn well.
 - The school's self-evaluation is accurate and is based on an excellent understanding of what is going well and what still needs to be done. This ensures that the school's plans to improve are effective in making the school even better.
 - The school has done considerable work in enhancing its curriculum. The increased emphasis on problem solving within the mathematics curriculum is giving pupils the opportunity to apply their improving calculation skills. The good range of visits and visitors to school are adding significant value to what the teachers are providing. During the inspection, a group of professional musicians were working with the Year 3 and 4 class on producing a 'symphony'. All pupils were totally involved and delighted in the experience of the performance, reflecting deeply on their part in it.
 - Pupils show their respect for British values through their study of other religions and through tackling issues such as conservation and liberty. Pupils have a good understanding, for example, of the Hindu religion and understand the importance of not dropping litter 'as it shows a lack of care for the environment'. Pupils in an assembly had a good understanding of the story of Zaccheaus and how we should not reject people just because others do. This indicates the school is successful in promoting tolerance and respect for others and preparing them well for life in modern Britain. The school is successful in providing for pupils' spiritual, moral, social and cultural development.
 - The additional funding for school sport is improving the quality and breath of physical education and sports provision. Pupils talked enthusiastically about their participation in a variety of different sports. The school has been able to provide sports coaches, take part in more inter-school competitions and purchase sports equipment. Reception children benefit from a weekly lesson from a professional dance teacher.
 - The school's breakfast and after-school clubs are run very well. Parents value the 'wrap-around' care this provides. The breakfast club gives pupils an excellent start to their day in school.
 - The local authority and the diocese provide very good support to school leaders. They help the school to improve through regular visits which the school finds both supportive and challenging. The local authority has provided good additional support to the school through the training it offers for leaders and other school staff.
 - Leadership and management are not outstanding because achievement in writing is not strong enough. However, the improvements since the last inspection are strong evidence of the school's good capacity to improve.
- **The governance of the school:**
- Governors receive excellent information from school leaders about how well the school is doing and the quality of teaching. They also understand the school's performance in relation to other schools nationally. Governors use this knowledge to challenge and support the school appropriately.
 - Governors know exactly what the impact of the additional funding for disadvantaged pupils is because they receive regular anonymised updates on every eligible pupil. Information about individual teacher performance enables governors to contribute to decisions about how teachers are rewarded for their performance through the appraisal system.
 - Governors take all aspects of their role seriously and have recently undertaken a skills audit to identify gaps in their knowledge. They are particularly rigorous in ensuring that all statutory safeguarding requirements are in place and that the procedures when recruiting staff are effective. They ensure that

equal opportunities are provided whenever possible and the rights of the individual to be free from any form of discrimination are upheld.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are very happy in school and the vast majority of parents spoken to on the school gate or who responded to Parent View agree with this. 'It's fun and the teachers are cool' was one pupil's comment. Pupils are polite, courteous and respectful to adults.
- Pupils work hard in lessons and generally are well behaved around the school. They were keen to answer the inspector's questions and talk about their work. Year 1 pupils particularly enjoyed reading to the inspector and talking about how much they enjoyed reading. Sometimes pupils are not always as careful as they might be of others in the playground when playing ball games.
- Pupils aspire to be members of the school council. Year 6 pupils spoke about how pupils from last year's Year 6 trained them to be peer mediators so they could resolve issues that might occur in the playground. Pupil 'worship leaders' help to organise and lead school assemblies. Pupils are proud of their school and enjoy the fact that it is small and that everyone knows each other.
- Records of incidents of bad behaviour show there are few, a fact echoed by the pupils. The pupils indicated that any bad behaviour is not tolerated and is quickly dealt with by adults.
- The school systems to ensure that pupils attend well and come to school on time are good. Attendance is above average.
- Occasionally, when the teaching is not so strong, pupils lose concentration and the teacher has to manage this, which interrupts the learning of the class.

Safety

- The school's work to keep pupils safe and secure is good. The school has rigorous systems in place to ensure that all staff receive training to recognise signs of abuse. School leaders take all aspects of safeguarding very seriously.
- Pupils, staff and most parents believe the school is safe. Procedures to check on visitors to school are rigorous, and health and safety, including fire risk, is managed effectively.
- Pupils indicate that incidents of bullying are very rare and are dealt with effectively. A small proportion of parents believe this not to be the case. The inspector examined the school's records of incidents. He found that school leaders had dealt with the small number of incidents in a totally appropriate manner. School leaders are always available to speak to parents who have concerns.
- Pupils understand the different forms bullying can take and that it is more than just falling out with your friends. They understand how they can be bullied through social media and mobile phones. They know what to do if an incident occurs and are confident it will be dealt with properly. Pupils have a good understanding of what to do and what not to do on the internet. The school promotes e-safety well both in lessons and in school assemblies.

The quality of teaching is good

- Teaching has improved significantly since the previous inspection. Teachers know their pupils very well. This enables them to plan activities for pupils that interest them and build on their knowledge and skills. Teachers also enjoy very good relationships with pupils and so pupils listen and participate well in lessons.
- Classroom display is used well both to celebrate pupils' work and to provide help with what they are learning. Every classroom has a wide range of books which the pupils enjoy because many are avid readers. One pupil proudly showed the inspector his reading journal which showed the list of the 42 books he had read since September.
- Teachers think carefully about how they choose activities for the range of different abilities within the mixed aged classes. In a Year 3 and 4 mathematics lesson on weight, for example, a range of different activities were taking place. In some, pupils were doing practical tasks to learn how to estimate and measure the weights of everyday objects. The more able pupils were skilfully converting between grams and kilograms to calculate if the total weight of various objects would be within an airline's baggage allowance. All pupils were being challenged and so made good progress.
- Additional adults are well deployed in lessons to ensure that pupils who need extra help or greater

challenge are given small group and individual support. Some teaching assistants have had additional training in the particular special educational needs of pupils they are supporting. This ensures that they provide the right help to enable pupils to take a full part in lessons and learn well.

- Pupils' work is marked frequently and they are given good feedback as to how they can improve. In a few cases, not enough attention is given to ensuring pupils learn from the marking of spelling, grammar and punctuation errors. This sometimes results in pupils repeating mistakes. Handwriting presentation is sometimes not as good as it could be and so there are some pupils whose work lacks care. Although this is picked up in the marking, it is sometimes not followed up by the teacher.
- Teachers work hard to ensure that pupils make good progress across the full range of subjects. However, there are not enough opportunities for pupils to write for sustained periods in these subjects, which slows down their progress. An example where pupils were applying their writing skills well was seen in Years 5 and 6 history work. Pupils had written notes on their research into various rooms in a Roman bath house and so were developing their reading and writing skills as well as their historical knowledge.

The achievement of pupils

is good

- From a wide range of different starting points when they enter the school, children make good progress overall, especially in reading and mathematics.
- Inspection evidence indicates that the progress of pupils currently at the school is much faster than that of those who took the 2014 Key Stage 2 statutory assessments. However, despite the slower progress over Key Stage 2 of these pupils, all achieved the national standard in reading and nearly all reached it in mathematics and writing.
- The improvements in the teaching of children their letters and the sounds they make (phonics) in the Reception class is ensuring pupils are well prepared to build on this in Year 1. Even the least confident readers in Year 1 can break down words into their sounds and put them together to read words. By the time pupils leave the school, most are confident readers and many read avidly.
- In mathematics, most pupils in Year 6 are confident in using written methods to work out calculations and can calculate quickly in their heads. The most able are able to do calculations that involve negative numbers and solve problems that need several stages of working to get the right answer.
- Pupils who are disabled or have special educational needs make good and often faster progress because what is provided to help them learn is well matched to their needs. The very small number of pupils who speak English as an additional language or who are from other than White British backgrounds make similar progress to their classmates.
- The most able make good progress. The proportion achieving Level 3 at the end of Key Stage 1 was above average on 2014 Key Stage 1 assessment. In Key Stage 2 assessments in 2014, nearly all of the pupils who obtained Level 3 at the end of Key Stage 1 reached Level 5. The school's data and visits to lessons indicate that the progress of the most able is improving because of well-planned teaching that challenges them well. In a Year 1 and Year 2 mathematics lesson, for example, the most able were investigating the different ways of dividing a 4 x 4 grid into two halves. This was generating a lot of discussion among the pupils and deepening their learning.
- In the 2014 Key Stage 2 statutory assessments, the outcomes for the very small number of pupils who were disadvantaged indicated that they made similar progress from lower starting points than their classmates between Years 3 and 6. School data indicate that the progress of well over half of the eligible pupils is faster than that of their classmates and so the overall gap is closing.

The early years provision

is good

- Children achieve well in the Reception class and make good progress. From a range of different starting points three quarters of the children reached a good level of development in 2014, which is above average. They are well prepared to start Year 1.
- The children's behaviour is good and attendance is good. The adults have high expectations and children respond by listening and following well-established routines. Children demonstrate a high level of concentration and commitment to what they are doing.
- Teaching is good. Adults work well with children and question them well. Times when the children are all together are very well-planned sessions and children learn well. A phonics session helped children to read words made up of two other words like 'lap-top' and 'zig-zag'. Good articulation by the teacher and precise teaching helped all the pupils reinforce their understanding of phonics. Some children were able to write the words afterwards.

- Activities inside the classroom are well planned and based upon the children’s interests and adults’ knowledge of what the children know and understand. What is planned for the limited space in the area outside the Reception classroom is not as stimulating as inside. This slows down the children’s progress.
- Leadership and management of the early years are good. Leaders visit the children’s pre-school settings before they start in Reception. Parents value the opportunity to work with their children until they settle in when they first start school. Parents also contribute well to the school’s excellent on-going record of the children’s learning.
- The Reception area meets all statutory welfare requirements.

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	453447

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	90
Appropriate authority	The governing body
Chair	Kathryn Leslie
Headteacher	Deirdre Devine
Date of previous school inspection	13–14 February 2013
Telephone number	01635 40971
Fax number	01635 31327
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