

Shaw-cum-Donnington C.E. Primary School

Love Lane, Donnington, Newbury, Berkshire RG14 2JG

Inspection dates

15–16 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Over time, pupils' rates of progress – particularly in writing and mathematics – have not been strong enough.
- The quality of teaching, learning and assessment is variable in key stages 1 and 2.
- Teachers do not consistently pitch work at the right level for different groups of pupils. There is insufficient challenge, particularly for the most able.
- Not all teachers have high enough expectations of what pupils can achieve.
- Leaders and governors have not used monitoring information sharply enough to check how effectively their actions are improving outcomes for pupils.
- Leaders' recently introduced systems for monitoring pupils' progress are providing a more accurate view of progress. However, these systems are still becoming established.
- The curriculum is broad and offers a range of learning opportunities. Leaders have not ensured that knowledge and skills are built up sequentially across the foundation subjects. For example, opportunities for pupils to develop writing skills across subjects are limited.

The school has the following strengths

- Leaders have created a strong culture of care and respect. Staff, pupils, parents and carers all value the school and its place in the community.
- Children make a positive start to school in the early years. They settle into school quickly and make good progress.
- Leaders have recently identified some of the weaknesses in the school. They have sought suitable support and begun to take action to address them.
- Pupils' conduct is good in lessons and around the school. They enjoy school and feel safe.
- Staff morale is high. Staff feel valued and supported to develop their professional skills.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' progress by ensuring that teachers:
 - have suitably high expectations of what pupils can achieve, particularly in writing and mathematics
 - challenge the most able pupils to work at greater depth and reach the highest possible standards
 - use assessment information more effectively to pitch work at the right level so that pupils' progress is accelerated.
- Improve the effectiveness of leadership and management and so raise standards by:
 - better using checks on the quality of teaching to eliminate inconsistencies
 - ensuring that pupils in all classes are given the opportunity to develop their writing and mathematical skills across the curriculum
 - improving the sequence of learning in the wider curriculum so that it develops pupils' depth of knowledge and understanding more effectively
 - making better use of performance information and measurable targets to check on the impact of school improvement initiatives.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have not been able to secure a consistently good standard of teaching across the school. As a result, pupils' progress and attainment are too variable, particularly for the most able pupils and middle-ability pupils.
- Until recently, leaders' and governors' checks on the quality of teaching and learning have not been rigorous enough to spot weaknesses early. When judging the quality of teaching, leaders do not consider the impact it has on pupils' learning and progress. There has not been a strong enough focus on the progress pupils make from their starting points.
- Leaders have introduced a new system for tracking pupils' progress across the school. Teachers now have clearer information on the progress of individuals and groups of pupils, which informs interventions to support learning. However, this information is not yet used consistently to match work to the learning needs of all groups.
- Subject leaders have identified that pupils need to practise their writing and mathematics skills more regularly. They have introduced new initiatives to improve teaching in these areas. For example, the mathematics leader has developed the teaching of 'key instant recall facts', which is leading to improvements in pupils' mental arithmetic and multiplication skills.
- In English, pupils are using talk more to develop their writing skills further. However, inconsistencies in how these initiatives have been implemented by staff remain.
- All teachers have leadership roles in this small school. Senior leaders provide continuing professional development for staff, which is enabling them to develop their skills.
- Additional funding for pupils with special educational needs and/or disabilities (SEND) is used well. The special educational needs coordinator uses performance information effectively to identify pupils requiring extra help. The approach is beginning to help these pupils to catch up with their peers.
- When needed, the school sources external professional support from a wide range of agencies to support pupils' learning further. However, some teachers do not plan precisely enough to meet the learning needs of pupils with SEND within their classes.
- Over time, the use of additional funding for disadvantaged pupils has not resulted in good progress for them. Leaders have not identified the learning needs of disadvantaged pupils precisely enough and this has hampered their progress.
- Leaders have not successfully ensured that learning has enabled pupils to build their knowledge and skills incrementally across subjects. Opportunities to apply writing skills across the curriculum are inconsistent.
- The development of sports provision is a strength. The use of a specialist sports coach has enabled a wider variety of sports to be taught than in the past. Pupils enjoy participating in a range of competitions and extra-curricular sporting clubs.
- The calm and reflective Christian culture of the school is a strength. Most parents are very supportive of the school's work. They find staff approachable and say that

teachers keep parents informed about the progress that their children make.

- Staff have had the opportunity to attend relevant training to improve their practice. As a result, staff morale is high.

Governance of the school

- Governors take responsibility for key areas, such as health and safety, safeguarding, the pupil premium grant and SEND. They diligently carry out audits to ensure that procedures are in place.
- There is clear evidence of governors challenging leaders and visiting the school to check things for themselves. For example, governors have worked with subject leaders to monitor work in pupils' books and help to identify areas for improvement. However, they have not challenged leaders to make the necessary improvements quickly enough.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff are well trained in their responsibilities to safeguard children. They refer concerns to leaders appropriately.
- Leaders responsible for safeguarding understand the needs of the pupils and their families. They work well with other agencies to help keep pupils safe.
- Recruitment checks are all in place, in line with statutory requirements.
- Access to the school is very well monitored. Staff check visitors' credentials and are vigilant in monitoring access arrangements so that pupils are always secure.

Quality of teaching, learning and assessment

Requires improvement

- There are variations in the quality of teaching and learning over time across the school and across subjects.
- Work set does not consistently challenge pupils well enough for them to make good progress. This is particularly noticeable for middle-ability pupils and the most able pupils. Teachers are not consistently using assessment information effectively to check on pupils' prior learning and pitch work at a level that helps pupils make good progress.
- The quality of pupils' work is inconsistent as teachers' expectations of what pupils can achieve are variable. When expectations are high, pupils make greater progress in their work. For example, in a mathematics lesson, the teacher skilfully deepened the pupils' understanding of decimal places and place value. As a result, pupils were able to round confidently to two or three decimal places.
- Pupils do not have enough opportunity to develop their literacy and numeracy skills across the whole curriculum. For example, in curriculum books, there are limited opportunities for pupils to write at length and apply their skills in different contexts. This means that pupils do not get enough chances to refine their skills.
- The teaching of reading is strong across the school because pupils are given lots of

opportunities to develop their reading skills. Pupils who read to the inspector could work out unfamiliar words by blending sounds together.

- Where teaching is most effective in the school, teachers and teaching assistants work together closely. They effectively plan the learning to meet the range of abilities of pupils. They know how to ask thoughtful questions to support and extend learning.
- Teaching assistants make a significant contribution to pupils' learning. For example, they provide support by leading interventions to help pupils catch up.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders and staff care for pupils very well. Pupils have no concerns about bullying. They say that there is always an adult on hand to talk to if they are worried and that 'everyone looks after each other'.
- The school's culture promotes pupils' welfare effectively. Pupils said that they feel safe, enjoy school and are listened to. They have a clear understanding of how to stay safe on the internet.
- Pupils' spiritual, moral, social and cultural development and their personal, social and health education are woven into the work of the school. Pupils talked excitedly about being members of the school council, taking part in after-school clubs and the trips organised by their teachers.
- The school plans its assembly themes around values. For example, during the inspection, the assembly focused on the value of 'aspiration', which encouraged pupils to keep trying and not give up. Lessons and other celebration events are used effectively to discuss different cultures, faiths and beliefs, as well as tolerance and respect.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning in their lessons. They work hard and try their best.
- Behaviour around the school is good at breaks and lunchtimes. Pupils play safely and are well supervised. Older pupils enjoy being peer mediators and buddies for the younger children.
- When incidents of poor behaviour occur, staff quietly but effectively manage them. There are clear reward systems for good behaviour and sanctions if pupils behave inappropriately. Pupils respond positively to staff and are polite.
- Leaders are taking appropriate actions to improve the attendance of the few pupils who do not attend school regularly. As a result, the attendance of disadvantaged pupils has improved. Overall attendance is in line with the national average.
- Pupils take pride in their work. The presentation of their work has improved since the

last inspection.

Outcomes for pupils

Requires improvement

- Outcomes require improvement because too many pupils do not achieve as well as they should. In 2018, attainment and progress at the end of Years 2 and 6 in writing and mathematics were significantly below the standards expected nationally.
- Pupils' progress in writing has been in the lowest 20% when compared to national figures for the last three years. Progress in mathematics was in the lowest 40% for 2016 and 2017 and last year it dropped further to the lowest 20%.
- In Year 1, most pupils achieved the standard in the phonics screening check. Outcomes in reading are stronger across the school, with a greater proportion reaching the expected standards at the end of Years 2 and 6. However, the proportion of pupils achieving the higher standard in reading at the end of Year 6 is low.
- Improvements to the quality of teaching are beginning to have an impact on pupils' outcomes but there are still too many pupils who have gaps in their learning. For example, the proportion of pupils reaching the expected standard in writing is still variable. This is because pupils are not given enough opportunities to write at length.
- Inspection evidence shows that, across key stage 2, more pupils are now making better progress than in the past. This represents an improving picture. The school's new tracking system also shows that pupils' progress is beginning to accelerate.
- Over time, too few of the most able pupils reached the standards that they should for their age and ability. However, recent changes to teaching are beginning to help those pupils make greater progress. Nonetheless, there is more to do to ensure that they gain greater depth in their learning.
- Evidence of disadvantaged pupils' work in their books and evaluation of their support plans showed that some of these pupils are beginning to catch up in their learning. However, too few are reaching age-related expectations or making the progress that they should by the time they leave the school. This is because teachers do not plan precisely enough to address their learning needs.
- Progress is improving for some pupils with SEND. This is linked to the positive impact of training for teaching assistants, who have developed their skills in supporting pupils in their learning.

Early years provision

Good

- Children are safe and happy because of the secure procedures that exist in the early years and the good links with parents. Relationships between adults and children are warm and nurturing. Children settle quickly into school and are ready and eager to learn.
- Children make good progress from their starting points. As a result, they are well prepared for Year 1.
- The teacher and teaching assistant work well together as a team. They develop learning well by responding to the interests of the children. Consequently, children are

excited about their learning.

- Leaders' self-evaluation of the early years is accurate. They correctly identified the need to improve children's early writing skills. Children are now given lots of opportunities to write. For example, the children were able to write their own sentences about their favourite characters from the book 'Each Peach Pear Plum'. All the children were keen to have a go and were able to apply some of their recently learned phonics knowledge too. Consequently, the children are now making good progress in their writing.
- Children's individual development is captured well in learning journeys which clearly highlight the good progress that children make. The learning journeys provide a good mix of evidence, for example photographs, notes on focused observations and pieces of children's work. Parents also contribute by sharing their children's achievements on 'proud clouds'.
- The learning environment – both indoors and outside – is well resourced. Staff interactions with children provide effective support and challenge. As a result, the children are confident and keen to show adults what they are learning.
- Behaviour is good. Children settle extremely well into school life and routines. During the inspection, it was clear to see how happy the children are to come to school. From an early age, children show respect for each other, the adults around them and visitors to the school.
- Training has a positive impact on the work of staff. For example, all staff have a good understanding of the new way of planning according to children's interests. Parents receive useful information about how they can support their child's learning.
- Welfare requirements are met. The provision is well staffed. It is a safe environment and all statutory school policies are in place, ensuring that children are safe.

School details

Unique reference number	109974
Local authority	West Berkshire
Inspection number	10084360

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair	Nick Breach
Headteacher	Vicky Murray
Telephone number	01635 40971
Website	www.shaw.w-berks.sch.uk
Email address	office@shaw.w-berks.sch.uk
Date of previous inspection	12–13 Feb 2015

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disadvantaged pupils is much lower than the national average.
- The proportion of pupils with SEND is below the national average. The proportion of pupils who have an education, health and care plan is above average.
- The school runs a breakfast club and an after-school club.
- As a school with a distinctive Christian ethos, the school was last subject to an inspection under section 48 of The Education Act 2005 in October 2013, when it was judged good.

Information about this inspection

- The inspector observed learning across the school. The headteacher jointly observed most lessons with the inspector.
- The inspector listened to pupils read and reviewed the work in pupils' books with subject leaders.
- Pupils' behaviour was observed in lessons and during breaktime.
- The inspector talked to pupils in lessons and around the school and held a formal meeting with pupils.
- The inspector held discussions with the headteacher, senior leaders and class teachers. In addition to this, she met with members of the governing body, a group of staff and those responsible for safeguarding and attendance. The inspector also spoke to the local authority improvement adviser and a representative from the diocese.
- The inspector scrutinised a range of documentation, including leaders' evaluation of the school's performance and the school's improvement planning. She also looked at minutes of the governing body meetings, the school's own policies and documentation relating to safeguarding and attendance.
- The inspector considered the views of parents during the inspection, as well as 34 responses to the online questionnaire – Parent View – and 34 free-text comments. Inspectors considered the views of staff and pupils gathered in formal and informal meetings.

Inspection team

Mo Galway, lead inspector

Ofsted Inspector

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