

Shawley Community Primary School

Shawley Way, Tattenham Corner, Epsom Downs, Epsom, Surrey KT18 5PD

Inspection dates

16–17 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	Requires improvement
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

- Since the last inspection, the many changes in leadership and staffing have led to inconsistencies in the quality of teaching.
- Until very recently leaders, did not capture and evaluate pupils' progress.
- Disadvantaged pupils are not making the rapid progress they need in order to catch up with other pupils nationally.
- Low-level disruption in some classes distracts other pupils from learning.
- In 2018, pupils made less progress from the end of key stage 1 in reading, writing and mathematics than other pupils nationally.
- Pupils who need to catch up in reading receive variable support throughout the school.
- Rates of persistent absence, although rapidly improving, remain above those seen nationally, particularly for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND).

The school has the following strengths

- The new headteacher, ably supported by the new deputy, has taken swift action to bring about positive changes. As a result, clear improvements in teaching and pupils' progress are already evident.
- Safeguarding arrangements are effective. Pupils feel safe and happy in school.
- Parents are supportive of the new leadership team and recognise the positive changes that have been made.
- Children get off to a good start because provision in early years is good.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - strengthening middle leaders' impact on improving pupils' performance
 - securing a clear view of the standards reached by pupils to measure the impact of school improvement actions.
- Improve teaching, learning and assessment by:
 - raising expectations of what pupils can achieve, particularly the most able, most able disadvantaged and disadvantaged pupils
 - strengthening support for disadvantaged pupils and those who need additional help with reading
 - ensuring that all staff apply the behaviour policy consistently so that learning is not interrupted.
- Improve outcomes by:
 - ensuring that teaching secures a greater proportion of pupils working within the expected and higher standards by the end of key stage 2.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Since the last inspection, leaders have not ensured that the school has provided a good quality of education. Staff changes have adversely affected the quality of teaching and learning. As a result, pupils' progress has not been consistently strong.
- The new headteacher knows accurately the school's strengths and weaknesses. With the support of a newly formed, skilled leadership team, she has worked tirelessly to bring about positive changes. These are already having an impact on provision. However, leaders recognise the challenge ahead.
- Until recently leaders did not have a systematic approach to assessing pupils' progress, including that of disadvantaged pupils. Since the start of the current school year, strengthened approaches now mean that leaders are able to hold teachers to account for the progress of groups of pupils in their classes.
- Parents are positive about the impact that the leadership team is having on the school. One parent, echoing the views of many, commented, 'Since the new head and leadership team have been in place there is a noticeable improvement in many aspects of school life. Children are encouraged to achieve their full potential and there is a feeling of positivity throughout the school.'
- Leaders monitor staff performance regularly. They hold teachers to account for underperformance and provide appropriate training to enhance teachers' skills, for example developing reasoning skills in mathematics. Pupils' work in books shows that this is having a positive effect on learning. It is not yet, however, consistent across all classes.
- Many middle leaders are new to post and as a result have not had time to influence strongly their area of responsibility. However, they recognise the need to improve the quality of teaching and learning further in their specific area and have identified relevant actions to take. At this stage, it is too early to measure the impact of their actions.
- The role of the newly appointed inclusion leader includes the leadership of SEND and/or disadvantaged pupils. Until recently the support that pupils with SEND and/or disadvantaged pupils received was variable. Since her appointment, these pupils' needs are being identified and addressed more effectively than in the past. Interventions have been put in place and systems established to measure their impact. Funding is now being used well and recent progress information shows that these pupils are making rapid gains from their various starting points.
- Leaders know what to do to improve the progress of disadvantaged pupils. Developments have not yet had time to have a measurable impact on pupils' academic achievement. However, pupil premium funding is used well to ensure that disadvantaged pupils can play a full and active role in school life, for example by funding residential trips and visits.
- Sports funding is used effectively. Leaders are passionate in ensuring that all pupils become active participants in healthy exercise. Recent developments include the purchase of a track to enable all pupils to run a mile daily and an increase in the range of sports that pupils can try. Sports teams play at both competitive and 'for fun' levels against local schools, enabling all pupils take part, should they wish to.

- Staff morale is high. Nearly all staff who responded to the staff questionnaire say that the school has improved since the last inspection and that they are proud to be a member of staff.
- Pupils' spiritual, moral, social and cultural education is promoted effectively, as is their understanding of British values, especially respect for all. For example, pupils in Year 6 reflect on racism and consider their own actions towards others.
- The present curriculum is broad and balanced. Pupils' learning is enhanced by visitors to the school and clubs such as arts and sports. Parents welcome the weekly newsletters which inform them about the learning that will take place the following week.
- Equality of opportunity is promoted by all staff and discrimination is not tolerated. Pupils feel valued and say that everyone is treated fairly at their school.
- Leaders welcome support and challenge from the local authority. The local authority has taken a timely and active role in assisting the headteacher with school improvement. For example, it has commissioned helpful, regular support for leaders and governors from a local outstanding school.

Governance of the school

- Governors are supportive of the school and committed to its improvement. They challenge leaders, for example over the progress made by disadvantaged pupils. They have a good understanding of the present strengths and weaknesses of the school.
- Governors gain an accurate overview of the school by gathering first-hand information about the actions that leaders take and the differences that these make to the quality of provision for pupils.
- Governors are suitably trained in safeguarding. Three governors are trained in safer recruitment and are present at interviews for new staff. The safeguarding governor ensures that safeguarding policies and procedures are adhered to.

Safeguarding

- The arrangements for safeguarding are effective. Systems ensure that staff and volunteers are suitable to work with children. The single central record is kept up to date and all required checks are in place.
- There is a culture of safety around the school. The headteacher, who is the designated safeguarding leader, carries out her role effectively.
- Leaders ensure that staff are trained in all areas of safeguarding. They receive up-to-date training through annual training and weekly staff meetings. Staff conscientiously follow the school's procedures for ensuring that pupils are kept safe.

Quality of teaching, learning and assessment

Requires improvement

- Teaching varies across year groups and subjects. Although improving, it is not yet consistently good. At times, teaching is not matched closely enough to pupils' needs

and abilities, especially for the most able, most-able disadvantaged and disadvantaged pupils.

- Over time, teachers' assessments have not always been accurate, and in many cases they have been overgenerous. The accuracy of assessment is now improving as a result of high-quality training to support teachers to accurately evaluate pupils' progress.
- The effectiveness of additional adults to support learning across the school is variable. Where teaching assistants are effective, they are clear about their purpose and what learning is taking place during the session. Leaders are aware of the inconsistencies that exist and have arranged appropriate training.
- The teaching of phonics is strong, and pupils apply their phonics skills well when reading. However, the support given to pupils who need to 'catch up' in reading is variable across the school. The support they receive is not yet enabling them to progress quickly enough.
- Since September, work in books and the school's own progress information show that, across all subjects, nearly all pupils have made rapid progress from their starting points. However, there is little evidence of suitable challenge for the most able pupils.
- In classes where teachers have secure subject knowledge, high expectations and clear routines, pupils respond well and remain engaged and focused.
- Pupils say that most teachers are friendly and make lessons interesting and fun. When talking to inspectors some pupils were of the view that teaching was better now than it had been in the past.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Relationships between the staff and pupils are strong. Pupils feel valued. They say that adults care about them and will listen to them, helping them to overcome any concerns or worries.
- Pupils understand what bullying is and the different forms that bullying can take. They say that bullying sometimes happens at the school; however, they are confident that adults deal with it quickly should it occur.
- Pupils know how to keep themselves safe when they are not in school, including when they are on the internet. Visits from charities such as the National Society for the Prevention of Cruelty to Children support the school's work to ensure that pupils know what to do if they need help.
- Pupils' leadership skills are developed well through their positions of responsibility. Examples include becoming a pupil leader, whose role is to meet regularly with senior leaders to discuss ways to improve the school, or a 'Physifun' leader, trained to lead lunchtime sporting activities.

Behaviour

- The behaviour of pupils requires improvement.
- In some lessons a small minority of pupils lose concentration and engagement and consequently distract others. Pupils spoken to during the inspection say that these interruptions sometimes stop them from learning. They also say that some teachers do not deal with these interruptions quickly enough. As a result, learning time is lost.
- Leaders have been highly successfully in improving attendance. Overall attendance is now in line with the national average. The proportion of pupils who are persistently absent from school has also fallen dramatically from previous years. However, it remains slightly above the national average. Leaders are working tirelessly to improve further the attendance of persistently absent pupils through a range of rewards and initiatives.
- During the inspection behaviour at breaktimes was generally good. However, some pupils took far too long to react to adults at the end of breaktime when lining up, or to self-regulate their behaviour when re-entering the school building.
- Pupils are generally polite, friendly and keen to talk to visitors about their school and their work.

Outcomes for pupils

Requires improvement

- Provisional information indicates that in 2018 the proportion of pupils at key stage 2 who reached the expected standard in reading, writing and mathematics was below the national average. The proportion of pupils who achieved a higher standard in reading, writing and mathematics was well below the national average.
- Progress made in 2018 by pupils at the end of key stage 2 in reading, writing and mathematics was significantly below progress nationally. However, work in books and the school's own progress information indicate that most pupils currently at the school are making strong progress.
- Pupils who are eligible for pupil premium funding make less progress than other pupils nationally. Recent changes made by leaders ensure that these pupils now receive appropriately focused support. Early indications are that most of these pupils are now making accelerated progress.
- The most able pupils are not fully challenged in their work, and as a result do not make the progress that they could.
- Pupils with SEND receive good support from additional adults. The support is focused on strengthening their skills, knowledge and understanding. As a result, pupils with SEND are now starting to make better progress from their starting points than previously.
- In 2018, the proportion of pupils in Year 2 meeting the expected standard in reading and mathematics in 2018 was broadly in line with the national average, and below in writing. The proportion of pupils working at the higher standards in reading, writing and mathematics in 2018 was above the national average.
- The proportion of pupils who met the expected standard in the Year 1 phonics

screening check in 2018 was at the national average. Pupils' work shows that most apply their phonics skill well to their writing and when reading aloud.

Early years provision

Good

- The early years leader has high expectations and, along with her team, has created a calm, purposeful learning environment that nurtures children, builds their confidence and develops their independence.
- Children enter Reception with skills and understanding that are broadly typical for their age in most areas of learning. They make good progress and are well prepared to start Year 1.
- The children in early years are offered a wide range of learning opportunities both within the classroom and in the well-equipped outside space. They are encouraged to explore, discover, have fun and engage in their learning.
- The children are excited by their learning and have positive attitudes. During the inspection children were keen to share with inspectors the letters that they had written to 'The Evil Pea' and to show the traps they had invented to capture him.
- Children know routines well, respond immediately to instructions and play well together. This supports their positive attitudes towards learning.
- Leaders have ensured that children with SEND are provided with effective provision. As a result, these children make strong progress from their starting points.
- Phonics teaching is strong. Children confidently apply sounds taught in both their reading and writing.
- Staff are vigilant to ensure that children are kept safe. Appropriate training has taken place in paediatric first aid and child protection. Children are aware of risks, for example how to use scissors correctly when cutting eye-holes out of a mask and the need to wear an apron when painting.
- Parents feel well supported and are encouraged to get involved in their children's learning, for example through adding to the learning journal and attendance at curriculum evenings.

School details

Unique reference number	125005
Local authority	Surrey
Inspection number	10084359

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	311
Appropriate authority	The governing body
Chair	Mr Nick Harrison
Headteacher	Mrs Catherine Milner
Telephone number	01737 350344
Website	www.shawley.surrey.sch.uk
Email address	head@shawley.surrey.sch.uk
Date of previous inspection	5–6 February 2015

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils is below the national average.
- The proportion of pupils who receive support for SEND is broadly in line with the national average.
- The proportion of pupils who have an education, health and care plan is broadly in line with the national average.
- The current extended leadership team was formed in January 2019.
- Children in early years are taught in two Reception classes.

Information about this inspection

- Inspectors carried out observations of learning in all year groups. Some of these observations were conducted jointly with senior leaders. Some classes were visited more than once.
- Inspectors scrutinised documents including: minutes of governing body meetings, the school’s self-evaluation, the development plan, monitoring and assessment information, school policies, behaviour and safety records, safeguarding policies and procedures, and reports from visits by the local authority.
- Meetings were held with senior leaders, subject leaders, members of staff and four members of the governing body.
- Inspectors met with pupils, as well as having informal conversations with pupils during lessons and playtimes. Inspectors listened to pupils read and talked to them about their work.
- Inspectors considered 60 responses to Ofsted’s online questionnaire, Parent View, including 38 free-text comments. They also met with parents before school.
- Inspectors considered 40 responses to Ofsted’s online staff questionnaire and 46 responses to Ofsted’s online pupil questionnaire.

Inspection team

Brian Macdonald, lead inspector	Ofsted Inspector
Kirstine Boon	Ofsted Inspector
Francois Walker	Ofsted Inspector

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