

# Inspection of a good school: Shrivenham Church of England Controlled School

High Street, Shrivenham, Swindon, Wiltshire SN6 8AA

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Inspection dates:

15 and 16 November 2022

## **Outcome**

Shrivenham Church of England Controlled School continues to be a good school.

## **What is it like to attend this school?**

Pupils love attending Shrivenham school where strong Christian values permeate through all aspects of school life.

Leaders and teachers have high expectations for all pupils. They place equal emphasis on pupils' well-being and achievements. Pupils understand the school's motto, 'all things are possible for one who believes', and say that this inspires them to work hard in everything they do. As a result, pupils typically meet leaders' high expectations. They have very positive attitudes towards their learning.

Pupils behave well. They understand the school rules and say these are fair. When things do go wrong, such as the occasional 'friendship fallouts', leaders help pupils to mend relationships. Pupils appreciate how adults listen carefully to both sides of the story and make everyone feel valued and safe in school. Bullying is rare. Leaders have clear processes in place and investigate any incidents thoroughly. Pupils trust them to do this.

Pupils are kind and respectful to each other. For instance, older pupils love to help the younger pupils at breaktimes. Pupils understand that not every job, such as litter picking, is fun, but they take pride in making the school a better place.

## **What does the school do well and what does it need to do better?**

Leaders have created a culture where reading is greatly valued. They make sure that pupils read widely and often. There is lively and enthusiastic discussion about books throughout the school. Pupils learn to read fluently. This is because staff are well trained and highly skilled in teaching phonics. As soon as children start Reception, they learn the sounds that letters make. Pupils read books that are well matched to the sounds they know. Teachers make good use of information from ongoing assessment. Pupils at risk of falling behind with their reading are quickly identified and given the help they need.

Overall, pupils are keen and confident learners who achieve well. Leaders have planned an ambitious and broad curriculum. They have recently reviewed many of the foundation subjects, breaking down what pupils need to learn into small steps. In most subjects,

teachers have good subject knowledge. They present information clearly and provide timely feedback to pupils about their work, celebrating their successes and explaining misconceptions. This starts in the Reception Year where children are praised for offering answers but are also encouraged to think about how they know whether they are correct. This helps staff to check carefully what children know and understand. This continues in English and mathematics as pupils move up through the school. Teachers assess pupils' learning and quickly rectify any gaps. This helps leaders to identify pupils who have special educational needs and/or disabilities and to make sure that adaptations help them to learn the same curriculum as their classmates.

However, teachers are not as well prepared to teach every subject effectively because the curriculum is new in some foundation subjects. Occasionally, teachers' knowledge of the subject is not deep enough to explain clearly to pupils what they need to know. Leaders have not yet set out how they want teachers to assess pupils' learning in all subjects. This means that staff do not always know whether pupils have learned and remembered key information. Consequently, in a few subjects, pupils do not always learn as well as they could.

Leaders promote pupils' personal development well. For instance, staff lead residential visits and outings to historical and geographical sites to broaden pupils' knowledge and insight into the school curriculum. Pupils explore their talents and interests through singing in choirs, exploring the creative arts, such as photography, and participating in sporting events. Pupils develop their understanding of democracy through the process of electing the school council. They enjoy learning to help others and serving their community. Pupils are keen to take on additional responsibilities such as becoming house captains and subject ambassadors.

Trustees and school governors are knowledgeable and committed to making sure that pupils succeed in every aspect of school life. Staff feel proud to work at Shrivenham. They are supported effectively by leaders. Everyone shares a strong sense of pride in watching pupils achieve as they progress throughout the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

This is a school where pupils' well-being and safety are everyone's top priorities. Leaders have established a strong culture of safeguarding. Records are rigorously kept and checked. Leaders and staff know pupils and their families very well. They are proactive and alert to any signs of concern that may indicate a pupil is at risk from harm. Leaders follow up on all issues swiftly. This often includes involving external agencies to secure the right help for pupils and their families. Staff understand the risks that pupils may face outside of school and teach them how to keep themselves safe, including when online.

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

### (Information for the school and appropriate authority)

- Across a small number of the foundation subjects, teachers have variable subject knowledge. This means that, in a few subjects, pupils do not currently learn as well as they could. Leaders should ensure that all staff are confident and skilled to deliver the full curriculum effectively.
- In some subjects, teachers do not check what pupils know and understand carefully enough before moving them on to new learning. This hinders pupils from making connections with what they already know. Leaders should make sure that teachers are well equipped to check what pupils know, so that they can plan suitable next steps in pupils' learning.

### Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school to be good in March 2013.

### How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

### Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 140293   |
| <b>Local authority</b>                     | Oxfordshire  |
| <b>Inspection number</b>                   | 10207121   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy converter  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 207  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Liz Holmes   |
| <b>Executive Headteacher</b>               | Jude Scutt   |
| <b>Website</b>                             | <a href="http://www.shrivenhamschool.co.uk">www.shrivenhamschool.co.uk</a> |
| <b>Date of previous inspection</b>         | 31 January 2017, under section 8 of the Education Act 2005                 |

## Information about this school

- The school is a Church of England controlled primary school under the Diocese of Oxford. The last section 48 statutory inspection of Anglican and Methodist schools took place on 10 December 2015. The school was graded as outstanding for its religious character.
- The school is part of the Faringdon Learning Trust.
- The school runs a breakfast club and an after-school club for pupils.
- The school does not currently use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met the executive headteacher, the chief executive officer, the acting head of school and the special educational needs and/or disabilities coordinator, subject

leaders and a representative of the diocese. The inspector also met with members of the board of trustees and the governing body, including the vice-chair of governors.

- The inspector carried out deep dives in reading, mathematics and art. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The inspector also considered the curriculum in other subjects, including history.
- To inspect safeguarding, the inspector met with the designated safeguarding lead and considered safeguarding documents and records. This included the school's records and plans for supporting pupils who have been referred to outside agencies.
- The views of pupils were considered through formal and informal discussions with them in lessons and during playtime. The views of parents, pupils and staff were gathered through Ofsted's online questionnaires.

### **Inspection team**

Clare Morgan, lead inspector

Ofsted Inspector

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