

Inspection of Shawfield Primary School

Winchester Road, Ash, Surrey GU12 6SX

Inspection dates: 3 and 4 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

The school's motto of 'we shine' is the thread that links together all that the school does. Mostly, pupils learn well. Relationships between staff and pupils are a real strength. Adults care for pupils and their families. Pupils trust adults and are confident that they will help to sort out any problems swiftly.

Leaders make clear their expectations of behaviour through the school's values of 'resilience, respect, aspiration and trust'. When pupils, including the youngest children, demonstrate these values they are rewarded with 'shine' points. Pupils know and understand what bullying is, but say it is not a problem. Pupils know to go to an adult. Leaders' records show that incidents are promptly dealt with. Pupils who need support to manage their feelings and emotions get the help they need.

Older pupils are proud to be elected as school ambassadors. The ambassadors take their responsibilities seriously. Recently, they campaigned about dangerous crossing arrangements outside of the school, presenting their findings to their local MP. Pupils also relish the different opportunities available, from the variety of clubs to the different residentials they go on. Year 5 and Year 6 are eager to perform 'Star Warts, the Umpire strikes back' to their families.

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

Leaders have successfully prioritised the teaching of reading. They have brought in a new phonics programme and ensured that all staff are trained as experts in the teaching of reading. Children are taught phonics as soon as they are in school full time. Pupils read books that help them to practise the sounds and words that they know. Staff quickly spot any pupils who struggle to develop early reading skills and give extra support when it is needed. As a result of leaders' actions, most pupils are starting to read fluently by the time they leave key stage 1.

Pupils enjoy reading the wide range of high-quality texts. As well as fostering their love of reading, staff use texts to help pupils explore different characters and their feelings. Children, for example those in the Reception Year, listen to 'Perfectly Norman' and talk about the changes that happen to Norman, then how they feel about moving to Year 1.

Leaders are highly ambitious for all pupils. In most subjects, the curriculum has been designed using published schemes to ensure that it is well sequenced from early years through to Year 6 and engages pupils. This supports teachers' understanding of how the curriculum builds on pupils' prior learning and where it is leading to. They present learning clearly and plan activities that support learning. Teachers recap previous content to make sure that pupils have no gaps in their learning before moving on, checking pupils' understanding and addressing any misconceptions promptly. As a result, pupils confidently refer back to what they have learned before and how that is helping them now. For example, in geography, pupils use local maps to introduce new learning such as recognising key features. Pupils

then use this knowledge when looking at maps of the United Kingdom or the world. In a few subjects, however, the guidance for teachers is not as helpful, which means that they do not build pupils' knowledge as strongly.

Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND). They have procedures and support in place to identify these pupils' needs. Leaders ensure that pupils with SEND follow the same curriculum as their peers. However, as they acknowledge, further work is needed to make sure that all teachers know to adapt learning so that all pupils can be successful learners. This is particularly the case in the few subjects that are less well developed.

Pupils are polite and respectful when talking to visitors. In most classes, where procedures and routines are fully known and understood, pupils behave well and learning is not interrupted. Occasionally, where expectations are not as high, pupils' attitudes to learning are not as strong. Leaders know that they need to continue to support staff to deal with challenging behaviour and to make sure that parents understand how the school manages such incidents.

Pupils' personal development is a priority with leaders. Pupils speak enthusiastically about finding out about different religions and cultures. They talk confidently about the need to treat everyone equally and celebrate differences. Pupils recognise how extra-curricular clubs have a positive impact on their mental health and well-being. 'Go Big' sessions prepare Year 6 pupils well for the move to secondary school.

Staff work closely together and support each other. They appreciate that leaders care for their well-being and the introduction of schemes of work which support them in their teaching.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained and receive useful, regular safeguarding updates. This means that staff are vigilant and know the systems and procedures to follow to record any concerns. The safeguarding team acts swiftly to support vulnerable pupils and their families. Leaders are tenacious in securing the support needed for families. Recruitment processes are well managed and all appropriate checks are carried out. Pupils are taught to be safe when they are online. The youngest pupils are learning to keep safe as they know not to talk to strangers.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Expectations for behaviour are not consistently high. This means that learning in some classes is sometimes interrupted. Leaders need to ensure that all staff have the confidence and skills they need to challenge inappropriate behaviour.

- In a few areas of the curriculum, learning is not always adapted effectively enough to ensure that all pupils can succeed. As a result, some pupils do not learn and remember the curriculum well. Leaders need to ensure that they have identified the component knowledge that pupils need to learn in all subjects so that teachers understand the steps that pupils need to work through.

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

Unique reference number	125029
Local authority	Surrey
Inspection number	10268941
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair of governing body	Mick Luck
Headteacher	Stephen Corcoran
Website	www.shawfield.surrey.sch.uk
Date of previous inspection	1 February 2018, under section 8 of the Education Act 2005

Information about this school

- The school currently uses two alternative provisions.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Deep dives were carried out in these subjects: early reading, mathematics, geography and art and design. For each deep dive, the inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, looked at samples of work and spoke to pupils about their learning. The lead inspector observed pupils reading to a familiar adult and talked to them about their reading.
- The lead inspector met with pupils to discuss their learning across the curriculum and to review work in their books.

- Inspectors met with the special educational needs coordinator to discuss the provision for pupils with SEND.
- The lead inspector met with six governors and spoke to a representative of the local authority.
- The lead inspector undertook a learning walk with the headteacher to review behaviour across the school. Inspectors observed playtimes and pupils having lunch.
- The views of parents were considered through the online survey, Ofsted Parent View, and parents' free-text comments. An inspector also spoke with some parents at the beginning of the second day of the inspection.
- The views of staff and pupils were also considered through Ofsted's online survey.

Inspection team

Becky Greenhalgh, lead inspector	Ofsted Inspector
Mark Rivers	Ofsted Inspector

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