



Saxon Primary School

Inspection Report

Unique Reference Number 125111
Local Authority Surrey
Inspection number 281888
Inspection dates 1–2 November 2006
Reporting inspector Nicola Davies

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

Type of school	Primary	School address	Briar Road
School category	Community		Shepperton
Age range of pupils	4–11		TW17 0JB
Gender of pupils	Mixed	Telephone number	01932 563035
Number on roll (school)	170	Fax number	01932 566830
Appropriate authority	The governing body	Chair	Mr Nigel Carr
		Headteacher	Mrs Shirley Lawrence
Date of previous school inspection	29 November 1999		

Age group 4–11	Inspection dates 1–2 November 2006	Inspection number 281888
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a one form entry primary school. Almost all pupils are of White British heritage although a few are of Traveller and other minority ethnic heritages. The proportion of pupils with learning difficulties and disabilities is well above the national average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

Since the last inspection in 1999, the school has been subject to major change and upheaval accompanied by a significant decline in standards. Pupils do not achieve as well as they should. They make inadequate progress and, as a result, standards are exceptionally low. Three years ago the local authority identified that the school needed extra support. A new headteacher was appointed in 2004. She has gained the confidence and respect of staff and parents who feel 'the school is heading in the right direction'. The pupils now have a good environment in which to play and learn. This has been achieved by staff, governors, parents and pupils working together. Behaviour has improved. Attendance has increased steadily. Provision for the youngest children is now good and the effective Foundation Stage gives them a good start to their education.

However, the pace of the improvements has been too slow and uneven. Inspectors agree with the school's accurate evaluation that, taken as a whole, its current effectiveness is inadequate. The efforts of the senior leadership team, the well informed governing body and the local authority are beginning to have an impact on standards and progress. The teaching of English has improved and progress is now satisfactory. However, there has been insufficient progress in improving teaching in mathematics and science. The school's monitoring indicates that some teaching remains unsatisfactory because the pace of learning is too slow. Although there are new assessment and target setting procedures, the work set for the pupils is often not well enough matched to their needs. Currently, there is not enough good teaching to overcome the legacy of past underachievement.

In view of the slow pace of improvement, leadership and management are judged as inadequate. Robust planning for improvement, monitoring and evaluation by senior staff are at an early stage. The uneven progress made to date means that the school is not demonstrating the capacity to make the improvements required. Nevertheless, staff, governors and parents believe the school has begun its journey to recovery.

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What the school should do to improve further

- Raise achievement and standards, particularly in mathematics and science
- Improve the quality of teaching by ensuring lessons have a brisk pace and activities consistently match what pupils need to learn next
- Ensure strategic plans clearly identify the key steps required to improve teaching and learning and to secure a faster rate of improvement
- Ensure that senior teachers have consistent impact on the standards of teaching and learning in their specialist areas.

Achievement and standards

Grade: 4

When children enter the Foundation Stage, their skills and achievements are slightly lower than those found nationally. They make good progress and most are working securely within the early learning goals or exceeding these by the end of their time in the Reception Year.

Throughout the rest of the school, achievement is inadequate and standards are very low. Results in national tests have been well below average for some time and very few pupils reach higher levels. The results of 2006 national tests for Year 6 pupils were well below average in English and exceptionally low in mathematics and science. Although pupils are now making satisfactory progress in English as a result of recent improvements, too few pupils meet the targets which the school sets for them in mathematics and science. Boys do not do as well as girls. The progress that pupils make overall is unsatisfactory.

Personal development and well-being

Grade: 3

The personal development and well-being of pupils is satisfactory. They enjoy the activities on offer and they respect their teachers and other adults. Behaviour is satisfactory. Pupils say that some bullying does occur although it is not prevalent. School systems and procedures ensure that this is dealt with in an effective way which means that pupils feel safe. Attendance is improving as a consequence of the school's actions and is now just below average. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. The school actively promotes healthy living. Pupils know how to keep themselves safe and the importance of eating a balanced diet. They enjoy taking exercise, including using the school's trim trail at playtimes and lunchtimes. Pupils have good opportunities to be involved in improving the school and contributing to the wider community. For example, the school council is rightly proud of its work in improving playground equipment and playtime procedures. Pupils work well with each other and develop the personal skills and self confidence to prepare them satisfactorily for the next stage in their education, despite their low levels of achievement in literacy and numeracy.

Quality of provision

Teaching and learning

Grade: 4

The lessons seen during the inspection ranged between unsatisfactory and good which mirrors the school's own monitoring of teaching. The impact of this variability is that pupils' learning is inconsistent, and teaching and learning over time are unsatisfactory. There is lack of expertise in some subjects, particularly mathematics, and some lessons lack the pace to stimulate pupils and ensure they use their time productively.

Pupils' work shows that not all teachers insist on good standards of presentation. As a result some pupils produce untidy work. However, in most cases, marking is satisfactory or better and guides pupils to improve their work. Lack of experience in using assessment to match work to pupils' abilities has contributed to uneven progress where the work set for the pupils is either too hard or too easy. Relationships between pupils and teachers are good and effective support from classroom assistants enables pupils with learning difficulties or particular needs to participate fully in lessons.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Although it is planned in a creative way to provide meaningful links between subjects and develop pupils' enjoyment of learning, the variation in the quality of teaching means that it is not always delivered successfully. Personal, social, and health education is taught throughout the school. However, there is no plan to help pupils to make progress year on year. Sex education is being taught this year. Pupils' understanding of how to stay safe and healthy is promoted effectively by their work in science and physical education. Information and communication technology (ICT) is not used effectively because not all of the teachers have sufficient expertise and the resources are unreliable.

The school provides good opportunities for pupils to develop their skills in music. Pupils enthuse about the range of clubs. Extra activities such as the allotment club do much to raise participating pupils' knowledge and understanding about healthy eating. Visits to museums and galleries contribute much to pupils' learning.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Child protection and welfare arrangements meet statutory requirements and staff training is up-to-date. Cycling proficiency and units of work on fire safety and 'stranger danger' consolidate pupils' knowledge and understanding on how to stay safe.

Help for pupils with learning difficulties and disabilities and for pupils of traveller heritage is satisfactory. Additional adults support pupils in classes and good use is made of the specialist skills of outside agencies to evaluate particular pupils' needs and provide help and guidance, both to pupils' and staff. Parents appreciate teachers' helpfulness and support, for example, praising the way teachers 'listen to our concerns and always find time for our child'. Assessment procedures are satisfactory, although effective target setting is weak in mathematics and science.

Leadership and management

Grade: 4

Although leadership and management are currently inadequate the headteacher is committed to providing pupils with good opportunities to learn and achieve. Her vision

has been shared with staff and governors who now have an accurate understanding of the weaknesses of the school. Governors are extremely well informed. They support the school and challenge its poor performance. The school day runs very smoothly and successful steps have been taken to improve pupils' behaviour, attendance and the school environment.

A senior leadership team is now in place which is beginning to make changes that are having an impact on standards and progress, but the rate of improvement is too slow. Provision for English and the younger children has improved but not enough progress has been made in improving teaching in mathematics. Improvements in science and ICT are still at the planning stage. Senior staff have limited experience of implementing, monitoring and evaluating improvements without the support of the local authority. Although the school has recently refined its improvement plans, they do not identify clearly enough the essential steps the school needs to take. Consequently, it does not have the capacity to make rapid improvement.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	4
Effective steps have been taken to promote improvement since the last inspection	No

Achievement and standards

How well do learners achieve?	4
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	Yes
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming us to your school. We enjoyed watching your lessons and talking to you about your school. This helps us to find out the good things about your school and the things that should be better. Your parents can see that lots of things have improved at the school since your headteacher came. But like your headteacher, your teachers and your governors, we think there is still a lot more to do to make sure that all of you do as well as you should in all of your lessons. Everyone at the school is determined that this will happen. Inspectors will visit again, in a few months, to see how well the school is doing. We are sure they will enjoy meeting you and seeing your school as much as we did.

You told us that the school is a friendly place and we were pleased to see that you all get along together. We were particularly pleased to see all the ways you get involved in helping the school by the jobs that you do, like being school councillor or helping design the new playground facilities. You also told us about all the interesting clubs and other activities you enjoy. We saw that teachers and the other adults in school look after you. You also told us that sometimes work is too hard or too easy for you or that you do not always get enough time in lessons. We have asked the school to improve this because it is one of the reasons why not all of you have made as much progress as you should. Many of you are making better progress in literacy than in mathematics and science. We have asked the school to make careful plans to improve how they teach mathematics and science so that you will do better in these subjects too and enjoy lessons even more.

With best wishes

Nicola Davies

Lead Inspector