

Shawfield Primary School

Inspection report

Unique Reference Number	125029
Local Authority	Surrey
Inspection number	293169
Inspection dates	25–26 June 2007
Reporting inspector	George Rayner

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	4–11
Gender of pupils	Mixed
Number on roll	155
School	
Appropriate authority	The governing body
Chair	Mr Darren Speed
Headteacher	Mrs Lynn Tarrant
Date of previous school inspection	26 February 2001
School address	Winchester Road Ash Aldershot GU12 6SX
Telephone number	01252 320379
Fax number	01252 320379

Age group	4–11
Inspection dates	25–26 June 2007
Inspection number	293169

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This school is smaller than most primary schools. Although pupils' socio- economic circumstances are average overall, there is considerable variation in their individual home circumstances. A significant minority of pupils are from Gypsy, Romany and Traveller families. Most are settled travellers, but some are mobile, so that they are not always present in school. The number of pupils who arrive and leave at other than the normal dates is higher than in most schools. Most pupils are of White British heritage and few are at an early stage of learning to speak English. About a third of pupils have learning difficulties and disabilities, which is above average. At the time of the last inspection, the school had recently changed its status from infant to primary and did not yet have Year 5 or 6 classes. It now has pupils in all the primary years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. It is strongly committed to helping all pupils to succeed as well as they are capable of by providing a secure and caring environment. It demonstrates this commitment by providing excellent pastoral care. A few pupils arrive at the school needing extra help to settle in. Their social development and behaviour are well managed so that they make good progress in their personal development. Pupils say that they like being at school and most enjoy learning. They know how to stay healthy and enthusiastically take part in their many opportunities for physical activity. Pupils know how to keep themselves safe and what to do if they have any worries.

Good teaching and learning, supported by a good curriculum, lead to good achievement for pupils. They make good progress from their starting points, to reach average standards by Year 6. Pupils' progress is similar in all of their main subjects. In the Foundation Stage, provision is effective in helping children to improve on their initially weak literacy skills. This, together with good personal development, provides a strong foundation for their future learning. The main obstacle to pupils reaching even higher standards is that, while they develop the necessary basic skills, they do not always use these well to carry out tasks or find things out, for example in solving mathematical problems or carrying out scientific investigations.

The school is very aware of the particular needs and circumstances of its Gypsy, Romany and Traveller pupils. Close liaison with the local authority traveller education service ensures effective support and the school is involved in a national project, exploring ways to improve this even further. The school works effectively to help the Gypsy/Roma and Traveller pupils to succeed. This means that, although the progress of some is affected by interruptions to the continuity of their learning, all make as good progress as the other pupils when they are in school.

While most pupils are enthusiastic learners, a few are more reluctant and need encouragement. Most teachers are skilled at providing this and pupils respond well in these situations, so that they achieve well. However, in a few lessons, teachers are not always assertive enough in ensuring that all pupils work hard, so that a few do not make as much progress as they could.

Leadership and management are good. The headteacher provides a very clear direction for the school as a place in which all pupils can achieve. She is effectively encouraging her colleagues to share responsibilities and to take a greater role in shaping the strategic direction. Staff working at all levels are responding well to this. Since the last inspection the quality of teaching has improved, as has achievement in mathematics. This track record demonstrates a good capacity to improve further. The school has also successfully established itself as an all-through primary school.

What the school should do to improve further

- Help pupils to reach higher standards by improving the way in which they independently use their skills to carry out tasks and find things out.
- Ensure expectations of what pupils can achieve in lessons are consistently high throughout the school.

Achievement and standards

Grade: 2

When the children start school many have not developed the range of skills, particularly in their use of language, expected for their age. Pupils achieve well and reach average standards by the end of Year 6. In the Foundation Stage, children quickly learn how to work with one another and what is expected of them to become good learners. By the end of the Reception class, most are at expected levels in their personal skills. Whilst many have made good progress in their speaking and listening skills, their literacy skills are below expectations. Pupils make good progress from Year 1 to Year 6 and reach average standards in English, mathematics and science. Most develop the expected skills in the key subjects, but do not always apply these well when solving mathematical problems, or carrying out scientific investigations. Most pupils can write competently. Relatively few however, have a range of vocabulary to develop their ideas in well structured writing to higher levels. Because their needs are carefully identified and efficiently provided for, pupils with learning difficulties and disabilities make as much progress as their classmates.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good, as is their spiritual, moral, social and cultural development. Most pupils are lively, confident, friendly and helpful. When asked, they could think of little they would change in the school and were enthusiastic about many aspects, particularly the clubs and practical activities. While the school has to work hard to ensure the attendance of a few pupils who are frequently absent, most attend regularly. Most pupils behave well, although a very few, mainly boys, sometimes disrupt the learning of others. Isolated instances of bullying are quickly resolved. One pupil said, 'If there's any bullying, it gets sorted'. Pupils say that they would trust any of the adults to help them if worrying situations arose. They make good use of opportunities to reflect on their ideas and actions, through assemblies and links with the local church. Pupils enjoy taking responsibility and have a strong sense of community through the school council and through the outstanding Family Groups in which older pupils help younger ones. Pupils enjoy and benefit from the opportunities that they have in several subjects, especially music, dance and art, to learn about other cultures. Good development of basic skills in their key subjects prepares pupils well for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan a variety of interesting activities, which generate a good pace of learning. They manage group work efficiently and tell pupils clearly what they have to do. This helps pupils to use their time well. Teachers are aware of the particular needs of their pupils and are working together to improve the effectiveness of their lessons. They are increasingly giving pupils more chances to work independently for example, choosing their own ways to tackle mathematical problems, or finding things out in science but more opportunities are needed to help pupils to reach higher standards. Most teachers plan well to meet the needs of all pupils and are skilled in encouraging the few who are less well motivated to try harder. This is not fully consistent,

however. In a few classes small numbers of pupils are sometimes allowed to not try hard enough. Some, but not all, of the marking is very good. In the best examples it encourages pupils and prompts them to think for themselves about how they can make their work better. In others not enough consideration is given to helping the pupils to improve their work. Teaching assistants are skilled in prompting and encouraging the pupils that they work with to bring out the best in them.

Curriculum and other activities

Grade: 2

The curriculum is well planned to meet the needs and abilities of pupils. Literacy is often taught through drama, art, dance and music. This is effective in stimulating the involvement of the pupils who sometimes find it difficult to learn in more formal settings. The school is now working on improving this further by making more use of the outside areas. Sporting activities provide good opportunities for pupils to develop and show their skills. Intervention programmes and nurture groups provide well for pupils having difficulty in learning. Gifted and talented pupils benefit from some stimulating activities, often provided in partnership with other schools. These are not as regular as they should be, however. The Foundation Stage curriculum succeeds well in stimulating children to find out by playing and exploring. A well thought-out programme for personal, health, social and citizenship education makes a significant contribution to pupils' personal development. The curriculum is enhanced by a very good range of extracurricular activities, including residential trips and a variety of clubs. Pupils' participation in these is high. Pupils have good opportunities to make contributions to the local community, for example by taking part in sports tournaments.

Care, guidance and support

Grade: 2

Care guidance and support are good overall. Pastoral care is outstanding. All health and safety requirements are stringently met and procedures for safeguarding pupils are very clear and effective. The school takes great care to ensure pupils' safety and well-being and as a result, they feel very safe and secure. Parents feel confident that their children are safe and well cared for. One voiced the opinions of many in saying, 'The school provides a most caring and understanding environment for my children'. Support for pupils with learning difficulties and disabilities is extensive, well planned and very effective. The school has good systems for tracking the progress of pupils and its records are accessible to all staff who need them. Not all staff are yet fully consistent in using these to guide and support their pupils, however.

Leadership and management

Grade: 2

Subject leaders are well involved in monitoring teaching and learning in their areas and are currently increasing their roles in tracking pupils' progress. They are also now working in teams, sharing their ideas for broader areas of school life, such as ensuring that healthy living is promoted throughout the curriculum. The school is giving clear guidance on what is expected of the teams and this is improving the way in which staff use them to share good practice. Governors support the school well and are willing to challenge and question it when necessary. Several are quite recently appointed, but they are developing their skills and experience well. The school's thoughtful and effective self evaluation has given it a good understanding of what

it needs to do to improve further. The impact is being seen in for example, improved standards in Years 1 and 2, and further improvement to the provision for pupils with learning difficulties and disabilities and those from Gypsy, Romany and Traveller families.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

6 July 2007

Dear Pupils

Inspection of Shawfield Primary School, Aldershot, GU12 6SX

Thank you for welcoming us to your school recently. We enjoyed meeting you and we are grateful for the help you gave by talking to us and letting us look at your work. We were able to see that yours is a good school.

You make good progress in all of your main subjects. By the time you are in Year 6 you have developed skills in English, mathematics and science as well as most pupils of the same age. The teachers know that you need more help to always use these well in writing, working out mathematical problems and finding things out in science. We have asked them to make sure that they do this.

Most of you come to school regularly, behave well when you are there and work hard. This helps your teachers a lot and is an important reason why you do well. A few of you do not always work as hard as you could. We have asked the teachers to always make sure that you are working as hard as you can. You can help by making sure that you always give your best effort.

We could see that the adults care for you very well indeed and some of the older pupils look after the younger ones. Because of this, you are safe and we were pleased to hear from some of you that you are happy. You also told us that you enjoy all of the clubs that you have. It was good to see that you join in with these so well and that you have plenty of exercise.

The headteacher and the other adults know how to make your school even better. They are working hard together to make sure that this happens. Well done to you all and good luck for your futures.

George Rayner

Lead inspector