

Shaw Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	126355
Local Authority	Wiltshire
Inspection number	315513
Inspection dates	19–20 November 2007
Reporting inspector	Geoff Burgess

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	183
Appropriate authority	The governing body
Chair	Mike Large
Headteacher	Dave Borrie
Date of previous school inspection	1 May 2003
School address	Corsham Road Shaw Melksham SN12 8EQ
Telephone number	01225 702544
Fax number	01225 702544

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

In this medium sized school, the percentage of pupils with learning difficulties and/or disabilities is above average. Several of these pupils have statements of special need. The attainment of pupils when they join the school is average overall.

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 with some outstanding features, notably pupils' excellent personal development and the very high quality of the curriculum. Pupils are very proud of their school. They think it is 'the best' and are quick to say how much they enjoy school and how safe they feel. Parents are very pleased with the care and attention their children receive. A parent spoke for many when she said, 'I feel happy and confident about the school, teaching and the overall ethos.'

The school's focus on its '4Rs' (Resilience, Reflectiveness, Resourcefulness and Relationships) is routinely reflected in the day-to-day life of the school. A parent said, 'The calm at Shaw is wonderful.' Another praised the school for 'encouraging children to take ownership of their school and feel important and respected'. Pupils love their school and know how to stay fit, healthy and safe. They are given every opportunity to involve themselves in the school and local community with, for example, older pupils very recently collaborating with the police in an operation to confront speeding motorists. Relationships are exceptional, with all staff acting as excellent role models.

Children get a good start to their education in the Foundation Stage and move into the main school with the skills and confidence to make the most of their time there. Standards are above average throughout the school thanks to good teaching, motivating activities and the good quality of the academic guidance and support provided for pupils of all abilities. Thanks to this good quality provision, achievement is good with pupils now making good overall progress through the school. While progress in mathematics and science has been better than in most schools, in English it has been outstanding. Good provision for pupils with learning difficulties and/or disabilities ensures that they make similar progress to their classmates and gain confidence in their ability to learn.

Provision in English is a model of good practice, which in 2007, remarkably resulted in twice as many pupils achieving the higher levels in national tests in English than in most schools. Very effective shared leadership and the commitment of the staff team have resulted in the school evolving an English curriculum that engages and motivates learners. Progressive, child-friendly targets and very constructive marking mean that pupils are very clear about what they need to do to improve in English and are aware of how well they are doing. Pupils' excellent progress is very clearly demonstrated and celebrated in their special writing books. Targets are not so well used in other subjects and the school acknowledges that provision in mathematics and science is not as strong and is working to develop both.

The school's sustained success, improvements already made and its ambitious plans for the future show its good capacity to build on already strong foundations. Very well led by the headteacher and well supported by the governing body, the staff work together very well as a team, sharing ideas and responsibilities, supporting each other, and ensuring that leadership and management are both effective and efficient. To quote a parent, 'The staff are welcoming, caring, professional and dedicated.'

Effectiveness of the Foundation Stage

Grade: 2

Class sizes have meant that, this year, children who have just started school share their class with Year 1 pupils. This has concerned some parents but the great majority of parents of are

very pleased with the start their children have made in the Foundation Stage. One said she is 'amazed how much my son is learning and how grown-up he has become'. Staff have worked very hard to ensure that children's needs are met in all areas of learning by careful planning and support. Children make good progress, benefitting and learning from working alongside their older classmates and becoming very independent, confident learners. The school's records show that children make good progress in all areas of learning and that most achieve the early learning goals before the end of their Reception Year.

What the school should do to improve further

- Make mathematics and science as relevant and interesting to pupils as is English.
- Make learning targets in mathematics and science more specific and challenging for individual pupils.

Achievement and standards

Grade: 2

National test results have shown that pupils have made consistently good overall progress in recent years. In 2007, the outstanding achievement of Year 6 pupils in English put the school in the top 1% nationally. The exceptionally high standards in English and good progress in mathematics and science enabled pupils to gain above average results. Pupils' current work and school records indicate that very high standards are being maintained in English. The school's efforts to bring other standards up to this level are beginning to improve standards in mathematics and science throughout the school. This is well demonstrated in Year 2, where, in the most recent national tests, pupils achieved their best ever results in all subjects, and in mathematics, improved from significantly below average to significantly above in one year. Observations during the inspection showed that these improved standards are being maintained in the younger classes.

Personal development and well-being

Grade: 1

Pupils thrive at Shaw Primary School because they are happy participants in their own learning. They are outgoing, confident, articulate and kind to one another. Attendance rates are very high because activities are too good to miss. Pupils know that their voice is important in making a difference to the school and the local community. One pupil said, 'I like the privilege of being a superb member of the school council and being given responsibilities.' Behaviour is excellent, partly as a result of miscreants being answerable to their peers and receiving sanctions from an agreed list. 'Buddies' in the playground use their initiative, sorting out minor disputes and befriending the lonely. Pupils are creative in raising money for a wide range of charities. The award winning school garden is a testament to their care of the environment, as are their recycling initiatives. Healthy food is often the preferred choice, sporting activities are embraced enthusiastically and pupils are aware of when it is safe to take risks. Pupils feel safe and confident because they are listened to, respected and encouraged to learn from their mistakes. Pupils are acquiring the academic, social and interpersonal skills that will stand them in very good stead as they move on. Multicultural awareness is much improved but the school has plans to do more. Spiritual, moral, social and cultural development is outstanding.

Quality of provision

Teaching and learning

Grade: 2

The school's recent good track record of helping pupils to achieve well and reach ever higher standards is a good indicator of the good quality of teaching and learning. This is also reflected in pupils' love of learning, enthusiasm for all the varied activities provided and pride in their work. Learning is greatly enhanced by the impact of the school's focus on developing the skills and attitudes pupils need to learn. Pupils' excellent behaviour means that absolutely no time is lost in dealing with misbehaviour or waiting for latecomers. Very good use is made of all available adult help and information and communication technology (ICT), notably using interactive whiteboards, to motivate and support learning. In English, exemplary marking and assessment procedures that involve pupils in evaluating their own performance are big factors in pupils' outstanding progress. Current procedures in mathematics and science are sound but not as effective in raising expectations and standards.

Curriculum and other activities

Grade: 1

The vibrant, creative and challenging curriculum meets the needs of pupils of all abilities. Core skills, especially in literacy and ICT, are strongly emphasised and incorporated in subjects across the curriculum. Pupils' outstanding speaking and listening skills are encouraged through drama productions, presentations to peers and collaborative activities. ICT forms an integral part of every subject, enabling some pupils to acquire such highly developed skills that they win awards. Clubs, local class visits and a number of residential visits enrich many areas of the curriculum as well as developing social skills and independence. Outstanding provision for pupils' personal and social development and citizenship helps explain why pupils at Shaw Primary School are such calm, resourceful and caring members of society.

Care, guidance and support

Grade: 2

Pastoral care is outstanding. The parent who remarked that staff 'care for individual children and cater for all abilities' was right. This is a very supportive community where, from the office staff to the headteacher, success is celebrated and problems overcome as a team. Good procedures for the safeguarding of children and links with outside agencies are in place. Excellent procedures ease children's entry to school and ensure that pupils are well prepared to move on to secondary education. Parents and pupils are fully involved in comprehensive procedures for reviewing progress and setting targets, although targets for individual pupils in mathematics and science are not always as challenging as they could be.

Leadership and management

Grade: 2

This is a very well run school with a strong identity and a real sense of pride in what its pupils achieve academically and in their personal development. Expectations for both are very high and results have far exceeded statutory targets in recent years. The school acknowledges that it can now set even more challenging targets. The popularity of the school, the very high regard

in which it is held by parents and pupils, and the high quality of provision are all strong indicators of the good leadership and management the school has experienced in recent years. Constant monitoring, both formal and informal, and regular consultations with the school community, ensure that leaders and managers are very aware of the school's strengths and weaknesses and that the agenda for improvement focuses on the areas of greatest need. The school's ambition and longer term vision is very well demonstrated by the very substantial amount of money collected to instigate the construction of a much needed new hall.

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Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Mrs Vallis and I would like to thank you for your friendly welcome when we inspected your school recently. We really enjoyed talking to you about your work and watching everybody having a great time teaching, learning and playing. We found that you go to a good school.

The main things that we found are:

- You are definitely resilient, reflective and resourceful, and relationships are excellent.
- You behave very well, love learning, work hard and do your best.
- You are good at most subjects, very impressive using computers, and fantastic at English.
- We agree that your teachers and helpers are good at helping you learn.
- The things you do in class are interesting and fun.
- You know you are safe and that there is always someone to turn to if you need help.
- I know you appreciate all the grown-ups do to make sure your time in school is as happy as possible.
- Your headteacher is great at making everyone believe they can be 'the best'.

To make things even better, this is what we have asked your school to do now.

- Help you to be as good in mathematics and science as you are in English by making your work even more interesting and your learning targets more challenging.

You can help too by continuing to work hard and do your best.

Again, thank you for all you do to make your school as good as it is. It was a pleasure for us to share it with you for a short time.



22 November 2007

Dear Pupils

Inspection of Shaw Church of England School, Melksham, SN12 8EQ

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Yours sincerely

Geoff Burgess
Lead inspector