

# Shinfield Infant and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	109886
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	337389
<b>Inspection dates</b>	11–12 March 2010
<b>Reporting inspector</b>	Peter Clifton

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	175
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Young
<b>Headteacher</b>	Amanda Turner
<b>Date of previous school inspection</b>	12 March 2010
<b>School address</b>	School Green Reading RG2 9EH
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed seven teaching staff. Meetings were held with governors, staff and pupils. Inspectors talked to pupils in lessons and at break times. They observed the school's work and looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and a sample of pupils' work. They analysed 45 responses to the parents' and carers' questionnaire and took account of the views of parents and carers with whom they talked during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current picture of learning and progress in different years
- how well provision has been adapted to meet the needs of boys and those who have special educational needs and/or disabilities
- how well higher levels in mathematics are being promoted
- the extent of leaders' success in tackling key areas identified in the previous inspection linked to improving learning and resources in the Early Years Foundation Stage and how well pupils use their reading, writing and mathematics skills in other subjects.

## Information about the school

This is a small school. Children in the Early Years Foundation Stage are taught in separate Nursery and Reception classes. Children attend the Nursery for either the morning or the afternoon sessions. The proportion of pupils who are entitled to free school meals is below average. Most pupils are of White British origin. The proportion of pupils with special educational needs and/or disabilities is below average and their needs most often relate to moderate difficulties with literacy and numeracy.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good school. Children start school with knowledge and skills that are broadly in line with those expected. Children make satisfactory progress in the Nursery class and good progress through Reception and Years 1 and 2. By the end of Year 2, attainment is above average and pupils' achievement is good. Pupils with special educational needs and/or disabilities make good progress in their learning, because adults plan well to meet their different needs.

Pupils' good and sometimes exemplary behaviour contributes well to their successful learning, especially in Year 2. The pupils are well known as individuals, they are cared for outstandingly well, and safeguarding arrangements are exemplary. The partnership with parents and carers is outstanding and contributes to pupils' good progress.

Leaders have made good progress in addressing the issues raised when the school was last inspected. Since that time, pupils' attainment in reading, writing and mathematics has risen. Topics are used well to link subjects and these provide good opportunities for pupils to practise their reading, writing and numeracy skills. In mathematics, pupils have improved how well they tackle different problems and there are now more pupils working at the higher levels. Significant improvement has been made in the accommodation for the Early Years Foundation Stage and resources are currently being updated.

Good self-evaluation and rising standards demonstrate the school's good capacity for sustained development. The monitoring of teaching by the headteacher and other leaders is helping to improve the quality of teaching and strengthen progress. The quality of teaching in the great majority of lessons is good. In the Nursery, it is satisfactory, but opportunities are missed to strengthen the links between Nursery and Reception classes to raise expectations and develop continuity in learning for the youngest children. Teachers in the Early Years Foundation Stage have not had sufficient opportunities to visit other settings to help them to consider how they might further develop the provision at this school.

Across the school, a feature of most lessons is the very positive relationships between staff and pupils. In most lessons, practical experiences capture the pupils' imagination and hold their interest. In lessons observed, drama and role play enabled pupils to develop their ideas about different characters to improve writing. This particularly helped the boys and overall, the school is working successfully to adapt the curriculum and help boys to do well in gaining basic skills.

The school is a very friendly place where the pupils get on well together. Year 2 pupils play an important role in helping out around the school. Most pupils say that they enjoy

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school and feel safe. They are polite and very well mannered in school and caring towards each other. The pupils have a satisfactory understanding of others from different ethnic backgrounds but leaders recognise that there is a need to promote stronger links with the wider community to enhance this.

**What does the school need to do to improve further?**

- Improve provision in the Early Years Foundation Stage by:
  - strengthening links between the Nursery and Reception classes
  - seeking examples of excellent practice to strengthen the understanding of staff about how to develop and improve the curriculum.
- Develop pupils' understanding of different cultures and festivals, particularly within the United Kingdom, by developing links with a contrasting school.

**Outcomes for individuals and groups of pupils****2**

Inspectors saw good learning overall in the lessons visited and achievement is good for all groups of learners. Pupils have well-written targets, especially in reading. These help teachers, parents and carers to support children's good progress. Pupils have a good understanding about what they need to do to improve their work because of the effective use of targets in lessons. Pupils with special educational needs and/or disabilities are well supported and as a result, this group make good progress in developing basic literacy and numeracy skills.

On many occasions, the starting point for learning is a visit to a place of interest and this helps to make learning interesting and meaningful to pupils. The visit to Windsor Castle provided a memorable starting point for their historical learning. Pupils were very excited about the 'medieval banquet' and proudly showed the hats and crowns they had made. This work also demonstrated how pupils are doing more real life investigation in mathematics and this is leading to a marked improvement in mathematics. For example, they had made their own soup, weighing out ingredients in a mathematics lesson. Pupils enjoyed finding out about meals today and those eaten in medieval times.

Pupils use information and communication technology confidently and, together with their other basic skills and positive attitudes, they are well equipped for the future. Older pupils enjoy being play leaders and pupils say they have plenty of friends. Pupils enjoy football and the 'wild garden' provides a peaceful place to be in good weather. The pupils say they run about a lot and eat fruit. At playtimes, they are energetic and lively. They are very aware of e-safety. Pupils are very curious about the world and keen to try out new experiences. The school is a very harmonious community and pupils respect each other's point of view. They have a satisfactory insight into the cultures of others who are not represented in the school community.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

**How effective is the provision?**

Teachers plan lessons well so that work provided nearly always meets the needs of different groups of pupils. In whole-class sessions, questioning and discussion are used well to help the pupils develop their thinking and speaking skills. There are many examples of making learning meaningful and interesting for the pupils through topic links. For example, Year 2 pupils estimated and weighed different items of luggage to decide what they could take on holiday in an aeroplane. They acted out the characters of the story of the 'Enormous Turnip' and were encouraged to develop the roles of the different characters, and this gave them good ideas for their writing. Marking is good. However, leaders acknowledge that more could be done to help the pupils set their own targets and assess their own work more.

Learning slows on a few occasions when ideas do not build quickly enough or the pupils spend too long on the carpet and become restless. There are good opportunities for the pupils to extend their learning, for example in the computer club or gardening in the outside areas. Vulnerable pupils are very well cared for as a result of the school working very effectively with parents and carers and strong links with outside agencies. There are examples where attendance for these pupils has improved markedly. The pupils express a high level of confidence in the adults who look after them.

*These are the grades for the quality of provision*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

There is a strong team spirit and shared understanding about how to move the school forward. Leaders' drive, ambition and success are evident in the rising attainment in reading and writing. This has been aided by the better teaching of letters and sounds and the use of targets in lessons. The work to involve parents and carers more in reading has been highly successful. In mathematics, the focus on the use of mathematics vocabulary and better opportunities for the pupils to solve problems is resulting in higher attainment. Leaders track pupils' progress carefully and information from this is used effectively by leaders to measure how well different groups of pupils are doing and where improvement is needed.

Leaders ensure that the school offers a very safe, caring and secure working environment. There is a comprehensive awareness of safeguarding issues among governors and staff. Procedures are excellent and information is constantly reviewed, and safeguarding training is fully up-to-date and regular. Links with parents and carers are very impressive and aided by the school's learning platform. This internet link provides a shared area for communication with parents and carers.

Provision to secure equal opportunities and tackle discrimination for all pupils is good. Governors are influential in shaping the direction of the school and provide both support and challenge. They are a very visible presence around the school and knowledgeable about how well the pupils are doing. The school's strategy to promote community cohesion is at an early stage of development. There is currently a stronger emphasis on the local and global aspects of diversity than aspects within the United Kingdom.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Across the Early Years Foundation Stage, the children settle well and make good progress in their personal, social and emotional development. Progress in other areas of learning is stronger in Reception than the Nursery. In the Nursery, the children particularly enjoyed playing in the 'ice cream' parlour. They are beginning to understand about taking turns and get themselves ready for home time independently. Resources are adequate and interactions between the children and adults to help learning move on are satisfactory. The children listen to stories well. Their behaviour is good because the adults are calm and set consistent expectations.

In Reception, the outdoor area is used well to promote all areas of learning. The children use the ride on toys confidently and develop physical agility by doing such things as skipping. They practise writing and drawing using chalks. Adults move learning on well through prompting questions and discussing the different activities. In more formal teaching, Reception children take turns to describe different shapes and show growing confidence in the use of technical terms. They say, for example, that shapes with curved sides roll. The children's development is carefully tracked through 'diaries' and records. The new link between Reception and Nursery provides a good meeting space for parents and carers, staff and the children. Leaders have plans in place to continue recent work to develop the outside learning areas and improve resources. However, there is scope for the Reception and Nursery staff to work more regularly together so that skills and expertise can be shared better.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The outcomes of the questionnaire and discussions with parents and carers during the



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inspection show that there is a high level of satisfaction with what the school offers. Very few raise any concerns. Leaders have worked effectively to ensure that parents and carers are kept well informed and have good access to information. Parents and carers come into the school regularly and feel welcomed by the headteacher and other staff. One parent commented, 'Concerns are always fully addressed.' Inspectors agree with parents and carers that the headteacher has an excellent caring, professional relationship with them. Staff are always friendly and approachable.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shinfield Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection received 45 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	78	10	22	0	0	0	0
The school keeps my child safe	33	73	12	27	0	0	0	0
The school informs me about my child's progress	26	58	14	31	0	0	0	0
My child is making enough progress at this school	27	60	14	31	0	0	0	0
The teaching is good at this school	28	62	13	29	0	0	0	0
The school helps me to support my child's learning	29	64	13	29	0	0	1	2
The school helps my child to have a healthy lifestyle	24	53	20	44	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	24	53	13	29	0	0	0	0
The school meets my child's particular needs	27	60	16	36	0	0	0	0
The school deals effectively with unacceptable behaviour	26	58	9	20	1	2	0	0
The school takes account of my suggestions and concerns	22	49	13	29	0	0	3	7
The school is led and managed effectively	26	58	16	36	0	0	0	0
Overall, I am happy with my child's experience at this school	33	73	9	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 March 2010

Dear Pupils

Inspection of Shinfield Infant and Nursery School, Shinfield, RG2 9ED

Thank you for the very warm welcome you gave us when we visited your school. We enjoyed talking with you and were very impressed with your friendliness and how confidently you told us about the school. You go to a good school. Adults in the school care for you exceptionally well and keep you safe. Teaching is good and helps you to learn new things quickly. We were impress

ed by the very positive attitudes that most of you have to learning. Your teachers are making changes which are helping you to make even better progress. These are some of the other important good things that we found:

- You make good progress in Reception and Years 1 and 2.
- Your headteacher, other adults and your considerate behaviour ensure that the school is a happy and welcoming place.
- Your teachers provide you with very interesting and challenging things to do. We particularly liked your medieval banquet
- You told us that you enjoy school a lot and we agree.
- Your teachers have introduced changes which are helping you to improve your work. These are helping you to learn plenty of new and important things and often you do better than children in other schools. This means that you are well prepared for junior school.

We have asked your headteacher and the other adults to do two things:

- Link the work of the Nursery and Reception classes more so that children beginning school can get off to the best possible start.
- Help you to have a better understanding about the lives of others from different backgrounds and cultures.

Yours sincerely

Peter Clifton

Lead inspector

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