

# Shaw-cum-Donnington Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	109974
<b>Local Authority</b>	West Berkshire
<b>Inspection number</b>	337414
<b>Inspection dates</b>	11–12 May 2010
<b>Reporting inspector</b>	Graham Lee

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	68
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Stuart Drennan
<b>Headteacher</b>	Keith Watts
<b>Date of previous school inspection</b>	12 May 2010
<b>School address</b>	Love Lane Newbury RG14 2JG
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## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons taught by five teachers. Meetings were held with governors, pupils and members of staff. They observed the school's work, and looked at some of the school's documentation including policies related to the safeguarding of pupils, the school improvement plan and data about pupils' progress. They also took into account responses to questionnaires completed by pupils, staff and 39 parents and carers.

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

- The extent to which pupils' progress has accelerated since the previous inspection.
- The school's provision in writing and science and how it is helping pupils to make progress in these subjects.
- How well school leaders communicate high expectations and drive improvement.

## Information about the school

This is a very small primary school with four classes. Almost all pupils are of White British origin and none speaks English as an additional language. Pupils come from a wide variety of backgrounds, mostly from beyond the immediate area of the school. The proportion of pupils with special educational needs and/or disabilities is a little below average. There are significantly more girls than boys in the school, although this varies from year to year. The school is part of an extended schools partnership with four other primary schools and a secondary school<sup>3</sup>

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Shaw-cum-Donnington continues to provide a satisfactory education for its pupils as it did at its last inspection. The school has maintained and built on its strengths. At the heart of its work is a warm and welcoming atmosphere in which every child is known as an individual and feels part of the school 'family'. Consequently, pupils feel safe and have confidence in the adults around them. They behave well and really enjoy school, as evident in their high levels of attendance. The school enjoys an extremely productive relationship with its parents who hold it in high regard. One parent, reflecting the views of others commented, 'The school has a family feel, encouraging confidence and well being.' The school has been less successful in improving pupils' academic achievement which remains satisfactory.

Children get off to a good start in the Reception class where the intimate environment allows their individual needs to be met well. Thereafter, pupils make satisfactory progress and their attainment in English, mathematics and science is broadly average by the time they leave the school. Teachers enjoy good relationships with their classes. They make the purpose of lessons clear to pupils and use questions well to consolidate their learning. In some lessons, activities are not challenging enough to meet the extensive range of needs of the two-year age spans, particularly of the most able. Teachers use a variety of interesting activities to engage learners, although they do not always give pupils enough opportunities to develop their own ideas, for example in investigative work in science. Consequently, in these lessons, pupils do not make as much progress as they might. Teachers are using a variety of strategies to assess pupils' learning, although the use of feedback and targets varies in its usefulness in helping pupils to improve their work. The headteacher has gained the respect of the entire school community over many years and leads a united staff team. Together, they are very successful in promoting pupils' confidence and well-being. The headteacher and governors are committed to raising pupils' achievement and this is evident in the improvements that have been made in pupils' writing, for example. Teachers work closely together and support each other well.

The headteacher monitors the quality of teaching regularly but this has not yet resulted in sufficient improvement to ensure that it is consistently good. Similarly, leaders are using data well to track the progress of different groups of pupils and to identify those who might be falling behind. However, the data are not yet being used well enough to ensure that all pupils make good progress from year to year. Moreover, the school's evaluation of its strengths and weaknesses does not identify with sufficient precision the improvements that need to be made in order to improve pupils' achievement. Consequently, the school currently has a satisfactory capacity to improve.

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The school works creatively with other local schools and a range of partners to provide pupils with a wide range of additional opportunities in sport, music and the arts. Pupils appreciate the school's picturesque setting and are proud of the contribution they make to its upkeep, for example through the gardening club. All of these activities contribute considerably to pupils' enjoyment of their education and their good spiritual, moral, social and cultural development.

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

- Improve teaching so that it is consistently good by December 2010 in order to accelerate pupils' progress by:
  - ensuring that all pupils are given work which consistently matches their ability, particularly the more able
  - embedding strategies for assessment for learning so that teachers' feedback and targets give pupils a clear idea of how to improve
  - giving pupils more opportunities to develop their own ideas, particularly in science.
- Drive improvement more rapidly by:
  - ensuring that the monitoring of teaching is rigorous, identifies clearly where developments are needed and leads to improvement in pupils' progress
  - using data with increasing rigour to ensure that pupils make consistently good progress throughout the school
  - ensuring that the school's evaluation of its strengths and weaknesses identifies clearly the areas that need improvement.

## Outcomes for individuals and groups of pupils

<b>3</b>
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Pupils enjoy their learning and this is evident in their enthusiastic participation in lessons. They are particularly motivated when they are involved in practical activities, for example when pupils in Years 3 and 4 were using drama to illustrate the different characters in *Fantastic Mr Fox*, showing their good understanding of characterisation. They also cooperate well with their 'talk partners' and in groups. Pupils in Years 1 and 2, for instance, worked well together, enjoying discussing the differences between bathrooms of today and those of sixty years ago, expressing horror at the idea of having to go outside to the toilet in the middle of the night! Sometimes, when pupils are asked to talk for too long or when tasks are unchallenging they lose focus and their progress slows. The few pupils with a range of learning difficulties are helped to feel positive about their learning and make as much progress as their peers. In some classes there is a considerable gender imbalance, but boys and girls work well together and achieve satisfactorily.

Pupils are proud of the contribution they make to the school and are confident that their views are listened to. The school council takes its responsibilities very seriously and

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current consultations on reorganising the school day, for example, stem directly from the pupils. Peer mediators are successful in helping pupils to resolve occasional conflicts with their friends. Pupils behave well in lessons and around the school and look after one another. They enjoy the intimate environment of the school. As one put it: 'The school is small and I know everyone here. It helps me to feel safe.' Pupils have a good understanding of how to stay fit and healthy and there is high participation in the school's sporting activities. Pupils' high attendance, good attitudes to learning and ready facility with information and communication technology (ICT), together with their sound basic skills, ensure that pupils are well prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The high priority the school gives to the care, guidance and support of its pupils, and particularly those that are vulnerable, is illustrated by the work of the pastoral managers. They involve these pupils in a range of activities that are successful in boosting their confidence and self-esteem and improving behaviour, although they have yet to evaluate the impact of this work on academic performance. Pupils with a range of

<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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learning difficulties are given effective support, often through the dedicated teaching assistants, which enables them to make as much progress as their peers. There are also good arrangements in place to help pupils make a successful transition between classes and on to secondary school at the end of Year 6.

The curriculum is considerably enriched through sports as diverse as fencing and lacrosse and every effort is made to ensure that pupils find something they enjoy. Pupils also take part in a range of musical experiences and all those in Years 3 and 4 have the opportunity to learn to play the violin. Teachers build in practical experiences wherever possible and make good use of the school grounds. For example, Year 6 pupils really enjoyed searching for mini-beasts in their study of classification systems. The teacher and pupils were very mindful of the need to protect the habitats of the creatures. Pupils are highly motivated by this kind of investigation but are not always given enough opportunities to pursue their own lines of enquiry, both in science and other subjects. This restricts their progress, particularly that of the more able. Sometimes teachers talk for too long and pupils do not have enough opportunities to contribute their ideas. Although teachers plan for the two-year age span they are not always completely successful in meeting the wide range of needs.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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>2</b>

**How effective are leadership and management?**

The headteacher and his long-serving assistant have been very successful over many years in establishing a very positive environment for learning, which is valued by parents and carers and their children. They are supported by a very stable staff team who share their values. The welfare of pupils is a paramount concern to all and the procedures for the safeguarding of children are robust. Every child is welcomed into the school whatever their background or needs, illustrating the commitment to promoting equality of opportunity and eradicating discrimination. As a result, no groups of pupils are underachieving and the school is a harmonious community.

Everybody at the school is committed to improving pupils' academic achievement, and this has led to a closing of the gap between pupils' achievement in reading and writing. However, whilst the school's plans identify what needs to be done to improve, self-evaluation is not incisive enough to bring about the rapid improvements that will secure consistently good teaching and accelerate achievement. Governors are experienced and influential in determining the strategic direction of the school, offering

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a good balance of support and challenge to school leaders.

The school nurtures a fruitful range of partnerships to promote pupils' welfare and to provide them with curriculum opportunities that otherwise would not be available in a small school. The school promotes community cohesion well at the local level and has a clear strategy for developing the national and international dimensions, through links with schools in contrasting areas of the United Kingdom and also in Nepal. These initiatives are at an early stage of development.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>
<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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

When children join the school their skills and understanding vary considerably from year to year. In the welcoming and intimate environment of the Reception class they make good progress because the needs of each child are identified very quickly and the provision is tailored to meet them. The teachers plan interesting activities around themes. During the inspection, for example, children were enjoying their roles as staff and customers in the 'estate agents'. This helped them to develop their speaking and listening skills as well as their knowledge and understanding of the world. There is a good balance of activities directed by the adults, for example in developing early literacy and numeracy skills, and those that the children choose for themselves, which helps them to develop independence and social skills. Some in the current group of children find it difficult to settle to tasks and to play together cooperatively. The teachers are using a range of strategies to help them to develop these skills, which are already paying dividends. There is a small, well-resourced outside area, which is used extensively, although opportunities to use this provision to extend children's learning are



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sometimes missed. The two teachers work very closely together and track children's progress carefully, identifying any gaps which appear. They also engage very successfully with parents and carers, laying the foundations for a very productive partnership.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

A majority of parents and carers responded to the questionnaire. The table shows that they are overwhelmingly happy with all aspects of the school, with the majority strongly agreeing with almost every statement. All believe that their children are safe and only one is unhappy with their child's overall experience of the school. Where written comments were added these tended to commend the warm and welcoming ethos of the school and the approachability of the headteacher and staff. A few parents and carers do not think that the school deals well with unacceptable behaviour. Inspectors found that, whilst a few pupils do present challenging behaviour from time to time, this is dealt with well by staff.

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

Ofsted invited all the registered parents and carers of pupils registered at Shaw-cum-Donnington Primary 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 team received 39 completed questionnaires by the end of the on-site inspection.

In total, there are 68 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	64	12	31	1	3	0	0
The school keeps my child safe	32	82	6	15	0	0	0	0
The school informs me about my child's progress	24	62	15	37	0	0	0	0
My child is making enough progress at this school	21	54	16	41	1	3	1	3
The teaching is good at this school	24	62	15	38	0	0	0	0
The school helps me to support my child's learning	25	64	13	33	1	3	0	0
The school helps my child to have a healthy lifestyle	23	59	15	38	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)	17	44	21	54	0	0	0	0
The school meets my child's particular needs	23	59	15	38	0	0	1	3
The school deals effectively with unacceptable behaviour	19	49	14	36	3	8	0	0
The school takes account of my suggestions and concerns	22	56	14	36	2	5	0	0
The school is led and managed effectively	24	62	12	31	1	3	0	0
Overall, I am happy with my child's experience at this school	26	67	12	31	1	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.**



13 May 2010

Dear Pupils

Inspection of Shaw-cum-Donnington CE Primary School, Newbury RG14 2GJ

You may remember that I visited your school recently with another inspector. We really enjoyed our time at the school and I am writing to thank you all for being so friendly and helpful. I particularly enjoyed talking to the school council. I thought you would like to know what we found out.

There are many good things about your school and it is providing you with a satisfactory education. We found you to be polite and friendly and you told us how much you enjoy being at the school. Your attendance is very high. Well done and keep it up! Your teachers work hard and help you to make satisfactory progress. As a result, you reach levels in English, mathematics and science that are broadly average by the time you move on to secondary school.

You, and your parents and carers told us how well everybody at the school looks after you. This helps you to feel really safe and secure and part of the school 'family'. You also told us how much you enjoy all the extra things you have to do in sport and music, for example. Staff work very hard to make sure you have these opportunities even though you go to a small school.

Your headteacher has led the school successfully for a long time. He works very closely with all the staff. They are keen to make the school even better for you. We have asked them to do a couple of things that will help them to make improvements.

- We want your teachers to make sure that the work is always hard enough for you and to give you chances to follow up on your own ideas. We also want them to make sure that they always tell you how to improve your work.
- We have asked your headteacher to make sure that these things are happening in your lessons to help you to make good progress. We have also asked your headteacher and the governors to make sure that their plans help to make everything in the school as good as the best bits.

Best wishes to all of you.

Yours sincerely

Graham Lee

Lead inspector

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