

# Shinfield St. Mary's Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	109976
<b>Local Authority</b>	Wokingham
<b>Inspection number</b>	337416
<b>Inspection dates</b>	23–24 November 2009
<b>Reporting inspector</b>	Beryl Richmond

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>	Junior
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Hammond
<b>Headteacher</b>	Andrea Griffiths
<b>Date of previous school inspection</b>	9 September 2008
<b>School address</b>	Chestnut Crescent Shinfield Reading RG2 9EJ
<b>Telephone number</b>	0118 988 3663
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited five lessons, and held meetings with governors, including the Chair of the Governing Body, some members of staff and a group of pupils. They observed the school's work and looked at a range of evidence, including systems for assessing and monitoring pupils' progress, pupils' work in books, the quality of teachers' marking and the 22 questionnaires completed by parents. Inspectors analysed the school's development plans and scrutinised safeguarding information. Parents' views were sought in the playground before school started.

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

- pupils' attainment and progress throughout the school and how well teaching contributes to their learning
- the impact of leadership and management at all levels in raising achievement and standards and improving the quality of teaching and learning
- the use of assessment information to provide pupils with work that challenges them to do their best
- the effectiveness with which writing is taught
- how well pupils behave, engage with their learning and understand what they need to learn to improve.

## Information about the school

Shinfield St. Mary's Junior is a small Junior school. The number of pupils on roll has fallen by about one third since 2007. The proportion of pupils known to be eligible for free school meals is much smaller than usual. Most pupils are of White British heritage and very few pupils are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is just below the national average. The proportion of pupils with statements of special educational needs is about three times the national average. The school has a history of a considerable number of changes in staffing and in leadership and management. All the teaching staff have joined since September 2008, with the headteacher starting in September 2009. In September 2008, when the school was last inspected, it was given a notice to improve. Breakfast and after-school clubs and provision for children in the Early Years Foundation Stage in the Red Kite Children's Centre are not managed by the governing body and are inspected separately.

**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?**

**4**

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

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector 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 improvements.

The quality of education is currently inadequate because pupils are not acquiring new skills and knowledge at a fast enough rate and their progress over time is inadequate. Standards in English, particularly in writing, and mathematics remain low in Year 6, as they have been over recent years. The quality of teaching and learning is inadequate and the school did not meet its targets in the national tests for Year 6 in 2009. This represents unsatisfactory improvement since the time of the last inspection.

Teachers' expectations about what pupils can achieve are not high enough, including for the more-able pupils, particularly in English. Not all pupils fully understand how to improve their work. Recently, the school has established satisfactory systems to track pupils' progress. Meetings with class teachers to discuss this information are starting to raise understanding about what the pupils are capable of. Nevertheless, there is some way to go to eliminate the variability in pupils' progress, which is uneven through the school.

The curriculum is satisfactory with a strength in after-school provision. Opportunities are given for pupils to practise skills in other subjects but the school recognises that pupils need to develop their thinking skills and develop as independent learners.

Behaviour is satisfactory and pupils say that it has improved. They report that the school is a safe and happy place. There are satisfactory procedures to deal effectively with unacceptable behaviour but some parents do not agree that this is the case. Most pupils have satisfactory attitudes to their work and relationships are good. Attendance is in line with the national average.

The new headteacher has lost no time in setting out a clear agenda for improvement, with the motto of 'New year, new start', and is ambitious for the school. However, it is too soon to see the impact of recent changes and there is much more to do. Pupils appreciate the changes that have been made and describe their headteacher as 'thoughtful'. Improvements in standards and achievement have been hampered because the school has not had a widely shared or accurate view of its performance. Monitoring and analysis have not been carried out with sufficient rigour. The lack of accurate self-evaluation has hindered the school in taking urgent action to bring about sustained improvement. The many changes in staffing have meant that it has been difficult to

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establish sufficient capacity in order to improve the school. The governing body has not held the school's leadership and management sufficiently to account over recent years.

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

- Raise attainment, particularly in writing and mathematics, so that it is at least in line with the national average by July 2010.
- Improve pupils' progress, particularly in writing and mathematics, so that it is consistently satisfactory or better throughout the school by July 2010 by:
  - ensuring that teachers provide pupils with challenging work that meets their needs well
  - involving pupils fully in understanding how they can improve their work.
- Develop the skills and activities of leaders and managers at all levels in monitoring and evaluating the school's performance in order to bring about rapid and sustained improvement.
- Develop the curriculum so that it is stimulating and motivating with opportunities for pupils to develop their thinking skills and develop as independent learners.

**Outcomes for individuals and groups of pupils****4**

Variability in achievement and standards is evident throughout the school. During the inspection, pupils' learning was too often observed to slow down when they had to sit through long introductions to lessons. This slowing of progress was particularly noticeable for the more-able pupils and, to a lesser extent, those with special educational needs. These pupils were not working productively in groups, for instance, on work that matched their needs. Able pupils were not engaged because they were not being challenged and, therefore, not moving at the rate they are capable of. In addition pupils are not given enough time to work independently. On occasions, there is not a quick enough response by the teacher to bring the class together to provide pupils with further help when they are struggling with their work.

Pupils with special educational needs and/or disabilities make satisfactory progress against their own individual targets because suitable support is generally provided. However, sometimes they struggled to consolidate their learning.

On entry, pupils' skills are in line with those expected for their age. In recent years pupils' progress has been inadequate, particularly in English, and attainment has been low so that too many pupils do not have the necessary basic skills to ensure that they will do well when they leave the school.

Pupils say that they feel safe at school and all know an adult that they could talk to if they are worried about anything. During the inspection, behaviour in lessons was good and all behaviour observed was at least satisfactory. Pupils have a good understanding of what constitutes a healthy lifestyle and particularly enjoy physical activities. They make a satisfactory contribution to the community by taking their school council roles seriously. For example, pupils enjoyed giving feedback to the caterers about school

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dinners and said that it had brought about improvements. Pupils said that they enjoyed the Dream for World project, where they had to work out what they needed to achieve in order to be successfully involved in following their dream in adult life. Spiritual, moral, social and cultural development is satisfactory. Pupils are respectful in assemblies when praying and reflecting and good opportunities are taken to look at similarities in different religions. Levels of attendance are average; these are regularly monitored and the school has satisfactory procedures in place to promote better attendance.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
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>3</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Good classroom management skills ensure that pupils usually learn in a calm atmosphere. Teachers provide clear explanations and make explicit what pupils are to learn in lessons. However, lessons are not planned well enough to meet the needs of different groups of pupils. A particular weakness is when pupils work together as a whole class for an extended period of time on the same objective. Not only is this work not challenging enough for more-able pupils and too challenging for pupils with special educational needs, but pupils also find it hard to maintain their concentration for an

<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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extended period. In some classes there is too little recorded work in books and presentation is not good enough, although a new policy for presentation has just been agreed. Pupil targets are in their infancy and are not yet a useful tool for improvement. A new marking policy has been agreed recently and pupils are now being given more guidance on how to improve their work more consistently in all classes.

Overall, the curriculum is satisfactory with opportunities for pupils to practise their basic skills in other subjects. Pupils said that they enjoy their lessons, particularly when they are practical. Prompt action has been taken to review the curriculum and the school plans to have a new curriculum in place for the start of next term. It is designed to give pupils more opportunities for independent learning and developing thinking skills. Assemblies contribute well to the pupils' spiritual development, for example by encouraging reflection on the importance of light in their lives and fostering an understanding of Christian and Hindu festivals of light.

Special educational needs provision is broadly satisfactory. Teaching assistants focus on simplifying the work and supporting pupils in lessons. The school provides satisfactorily for pupils who need help with developing their reading and writing skills, including regular opportunities to learn letters and sounds in small groups.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher has quickly devised a new development plan to focus on key areas for improvement from her initial monitoring. The roles of other leaders and managers are not yet fully developed and consequently the drive to improve the school is not happening fast enough. A satisfactory start has been made on monitoring teaching and learning, but there is some way to go to ensure that teaching is consistently good so that pupils can make up lost ground. Teaching and the progress of pupils remain too variable. The school's records show that the situation is improving but indicate that not all pupils in Year 6 are on track to meet their targets in 2010, particularly in mathematics.

The governing body has not challenged the school with sufficient rigour over recent years to hold it to account for low standards and inadequate achievement. It has recently reorganised the way it works and is beginning to set up rigorous systems to monitor the school's work. Responsibilities are now more clearly defined and more widely shared. Satisfactory attention is paid by managers at all levels to ensure the best

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quality of safety and care for the pupils. Satisfactory procedures are in place to ensure the safeguarding of pupils by making checks on staff and volunteers. The promotion of equality of opportunity for all pupils is inadequate because the progress of different groups of pupils has not been tracked with sufficient rigour. Consequently, the school has not ensured that all pupils achieve in line with their capabilities.

The promotion of community cohesion is satisfactory. The school has been working hard to establish itself at the heart of its own community. Strong links have been established with the feeder infant school and with other organisations in the village. Links with parents have improved and are satisfactory. National and international links are developing. The school has satisfactory links with a range of organisations in addition to the usual links with agencies and other schools.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>4</b>

**Views of parents and carers**

A higher than usual proportion of parents did not agree that the school keeps them well enough informed about their child's progress; that their children are making enough progress; that the school helps them to support their child's learning; that the school meets their child's needs and that the school takes enough account of their views or suggestions. In general, the inspection team agrees with these views. However, a large majority of parents who completed the questionnaires and those spoken to during the inspection are satisfied with the school overall.



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

Ofsted invited all the registered parents and carers of pupils registered at Shinfield St Mary's Church of England Junior 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	63	5	24	1	5	1	5
The school keeps my child safe	12	55	8	36	1	5	0	0
The school informs me about my child's progress	6	27	11	50	4	18	1	5
My child is making enough progress at this school	6	27	9	41	5	23	1	5
The teaching is good at this school	5	23	12	55	1	5	1	5
The school helps me to support my child's learning	3	14	8	36	8	36	1	5
The school helps my child to have a healthy lifestyle	6	27	14	64	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)	7	32	7	32	1	5	0	0
The school meets my child's particular needs	4	18	10	45	3	14	1	5
The school deals effectively with unacceptable behaviour	7	32	8	36	2	9	2	9
The school takes account of my suggestions and concerns	4	18	12	55	2	9	1	5
The school is led and managed effectively	8	36	11	50	1	5	0	0
Overall, I am happy with my child's experience at this school	8	36	9	41	2	9	1	5

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.**



25 November 2009

Dear Pupils

Inspection of Shinfield St. Mary's Church of England Junior School, RG2 9EJ

Thank you very much for helping the inspection team by talking to us about your school in a meeting and also informally when we met you in classes. We appreciated your politeness and helpfulness. Your school succeeds in doing some things effectively but, overall, it is not doing well enough and we have decided that it needs special measures. This means that other inspectors will visit your school regularly to check on how well it is improving.

Some of the good things about your school:

- your headteacher has taken prompt action to start bringing about important improvements in your school
- you know how to stay healthy and enjoy a wide range of physical activities
- you have a good understanding of how to stay safe, particularly on the internet
- you know who to talk to if you are worried about anything
- you enjoy the wide range of after-school clubs that your school provides
- your school has established satisfactory links with your parents
- you have good relationships with adults in school and your school cares for you satisfactorily.

We have asked your teachers to keep a closer check on everything in school so that any problems can be dealt with more quickly and effectively. We have also asked them to adapt lessons more carefully, using information that they have about what you know and what you are not sure about. This will help you learn better, especially in English and mathematics. We would like you to have an even better understanding of what you need to learn to improve. We would also like you to enjoy a more stimulating and creative curriculum which will give you opportunities to develop your thinking skills and become independent learners.

I would like to send you my best wishes for your future success in whatever you choose to do.

Yours sincerely  
Beryl Richmond  
Lead inspector

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