

# Shawfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	125029
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	340701
<b>Inspection dates</b>	22–23 June 2010
<b>Reporting inspector</b>	Michael Barron

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	178
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Darren Speed
<b>Headteacher</b>	Lynn Tarrant
<b>Date of previous school inspection</b>	25 June 2007
<b>School address</b>	Winchester Road Aldershot GU12 6SX
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 17 lessons and observed seven teachers. They also held meetings with the headteacher and members of the school's senior leadership team, subject leaders, staff and groups of pupils and parents and carers. They observed the school's work and looked at school development planning, minutes of governors' meetings, school policies, including those associated with safeguarding procedures, assessment and tracking documentation, pupil records and samples of pupils' work. Inspectors analysed the views of parents and carers in the 72 Ofsted questionnaires returned.

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

- how effectively teachers are helping pupils to achieve as well as they can, especially pupils from Gypsy, Romany or Traveller families
- the quality of teaching throughout the school, especially its impact on raising attainment in mathematics
- the effectiveness of initiatives to improve pupils' attendance
- pupils' knowledge and understanding of cultures and communities other than their own.

## Information about the school

This is a smaller-than-average primary school. Most pupils are from White British heritage, although a small minority are from Gypsy, Romany and Traveller families, most of which are settled travellers, although some are mobile. The proportion of pupils who have special educational needs and/or disabilities is above the national average, as is the number of pupils with statements of special educational needs. These needs include emotional, social and behavioural needs as well as learning difficulties. There is Early Years Foundation Stage provision in the school's Reception class.

**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 which prepares pupils well for the next stage of their education and has successfully tackled the areas for improvement identified by the previous inspection. It provides a secure and caring environment which focuses on promoting equal opportunity for all. Pupils enjoy school, work hard and say they feel safe and valued as individuals. Achievement is good. The school has a clear overview of its strengths and areas for development and has good capacity to improve in the future. Initiatives such as the school's breakfast club have helped to improve pupils' rates of attendance, which are currently satisfactory. Parents and carers are pleased with the school and appreciate the effective way staff safeguard and protect pupils. One commented that she felt teachers dealt with any problems quickly and fairly while another praised the 'friendly, supportive and caring' way the school catered for children's individual needs. Inspectors agree with these views in parents' and carers' questionnaire returns.

The school is well led by an enthusiastic headteacher who provides a clear vision for improvement. She has worked well with governors and staff to ensure the school has increased its effectiveness since the last inspection by regularly checking and measuring its performance systematically. Older pupils say that teaching has improved and that 'lessons are more interesting now'. This has led to improvements in pupils' attitudes to learning and in their behaviour, which is outstanding. The school has also focused successfully on meeting the diverse needs of pupils with special educational needs and/or disabilities. It works in close partnership with several outside agencies, including the local authority's Traveller education service, in order to meet the particular needs of Gypsy, Romany and Traveller pupils. This has been an important factor in ensuring that these pupils make similar good progress to all others even though, for some, their progress is sometimes affected by gaps in their attendance at school.

Children enter the school at the age of four with skills and understanding below those expected for their age, especially regarding aspects of their social and language development, and make good progress during their Reception Year. Pupils make good progress overall throughout the rest of the school, but the rate of progress varies because of differences in the quality of teaching. In a small minority of lessons, the pace of learning is too slow and pupils are not always provided with challenging work. The attainment of pupils currently in Year 6 is average and this represents good progress for this particular group of pupils, who have met or exceeded the challenging targets set for them in both mathematics and English. However, throughout the school, attainment is better in English than mathematics because pupils find difficulty applying their mathematical skills to problem solving.

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While a regular range of visits to places of interest and interesting visitors to the school are helping to widen pupils' horizons, pupils' understanding of the range of cultures and beliefs of people living in this country is not well developed.

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

- Raise attainment in mathematics by improving the ability of pupils to solve mathematical problems (by the end of the summer term 2011).
- Increase pupils' awareness of the multicultural nature of the United Kingdom by improving opportunities for them to develop their awareness and understanding of the ethnic diversity found in modern society (by the end of the autumn term 2010).
- Ensure that pupils make consistently good or better progress in all year groups by making the quality of teaching consistently good in all classes, particularly in relation to the pace of learning and the level of challenge provided (by the end of the autumn term 2010).

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

Pupils like coming to school and older pupils say that they really do not want to leave at the end of term. One Year 6 pupil aptly summed up the feelings of several others when he said: 'It is going to be like leaving your family.'

Pupils in all year groups respond well to the friendly and caring approach taken by the school and this adds to their enjoyment of learning and to their good achievement. One example of the success of this approach was evident in a Year 5 literacy lesson when all pupils, including those with special educational needs and/or disabilities, made good progress in developing their ability to use rhyming couplets and stanzas in poetry because the tasks they completed were well matched to their abilities. Those needing extra help with learning received the support they required to succeed. Similarly, in a Reception class lesson, children achieved well because of the caring approach taken by the teacher and teaching assistant, who made learning fun and ensured all the children received the support they required in order to make good progress.

Pupils say that they feel part of the wider school community. Pupils mix together well and older pupils take their responsibilities seriously, for example serving on the school council and looking after younger children. Pupils' moral and social development is strong and this is reflected in their excellent behaviour and attitudes. Pupils take pleasure in talking about what they like most about school and confidently describe how they enjoy taking part in the extra-curricular activities provided for them. They also realise the importance of exercising regularly and eating a healthy diet. Pupils talk enthusiastically about the range of trips they go on, especially the residential visit to Swanage. They also talk proudly about their visit to the O2 arena in London and singing in a choir with pupils from other schools. However, they are far less confident when involved in discussions about the multicultural nature of modern British society and this reflects a gap in their knowledge and understanding.

Pupils work well in lessons and this leaves teachers and teaching assistants with the

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time to successfully support those who are experiencing difficulties. However, although pupils list mathematics as one of their favourite subjects, improving attainment in mathematics remains an area in need of development, especially pupils' ability to solve problems.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

The curriculum links subjects together well while concentrating on building up skills in literacy and numeracy. Teachers and teaching assistants work effectively as a whole-school team to make a positive contribution to pupils' learning. The quality of marking of pupils' work is good, though better in literacy than in numeracy, and ensures pupils know what they have to do to improve their work. Classrooms are large, colourful and well resourced and teachers make good use of interactive whiteboards to enhance learning. In most lessons observed during the inspection, the pace of learning was good; tasks were matched to pupils' previous experiences and abilities and offered the correct amount of challenge. However, in a small minority of lessons, the pace of learning was slow and pupils were asked to complete tasks which did not offer them the

<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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correct amount of challenge and this adversely affected their progress.

The school provides pupils with a good level of care, guidance and support and this is the basis for their good personal development. Parents and carers value the way the school looks after their children and pupils say they are confident they will always be very well looked after. Effective induction and transfer arrangements help pupils settle into new routines, and vulnerable pupils receive good levels of care. Provision for personal, social and health education is good. However, although the curriculum provides pupils with opportunities to learn French, it does not offer them regular opportunities to develop their understanding of the diversity of modern society in the United Kingdom.

*These are the grades for the quality of provision*

<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>2</b>

**How effective are leadership and management?**

The good quality of leadership and management is reflected in the thoroughness of the school's self-evaluation and the quality of its development planning. Leaders and managers consistently communicate high expectations to staff about the need for school improvement. They are well supported by governors, who play a very active role in school life and offer a good level of challenge to the school.

Links with parents and carers are good and they appreciate the way the school keeps them well informed about their child's progress. They also appreciate the way in which the school ensures that all pupils, regardless of their background or ability, make good progress, not only in their academic work but also in developing their social skills, including their respect for others.

Links with outside agencies are good and used well to offer an effective level of care and support, especially to pupils facing challenging circumstances, to pupils with special educational needs and/or disabilities and to Gypsy, Romany and Traveller pupils. Safeguarding procedures are good and meet all requirements. This is reflected in the precision of staff vetting checks. Staff and governors receive regular training about safeguarding and child protection issues and are well aware of the importance of their roles in protecting pupils.

The school's work in promoting community cohesion is satisfactory. Links with the local community are used well to develop pupils' understanding of different types of people, and also of shared community values.

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*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>2</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>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

*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 very large majority of the parents and carers who returned the questionnaires, or who spoke with inspectors, held positive views about the school. Most parents and carers who responded to the questionnaire were happy with their children's experiences. They believe that the school is led and managed effectively and that the standard of teaching is good. Several agreed with all the statements on the questionnaire. The very large majority believe their children enjoyed school and several commented favourably about how safe they felt their children were. Few parents and carers expressed any concerns. A very small minority believed that the school did not take account of their suggestions and concerns and that the school did not provide them with sufficient information about



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their child's progress. A few felt the school did not meet their child's particular needs or help them to support their child's learning.

Inspectors considered these comments and judged that the school takes account of parents' and carers' suggestions and provides sufficient information for parents and carers regarding their child's progress. Inspectors also judged that the school meets children's individual needs and helps parents and carers to support their child's learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Shawfield 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 178 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	57	28	39	2	3	0	0
The school keeps my child safe	55	76	14	19	2	3	0	0
The school informs me about my child's progress	40	56	28	39	4	6	0	0
My child is making enough progress at this school	41	57	26	36	4	6	1	1
The teaching is good at this school	41	57	26	36	4	6	0	0
The school helps me to support my child's learning	39	54	26	36	7	10	0	0
The school helps my child to have a healthy lifestyle	35	49	33	46	3	4	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)	43	60	22	31	2	3	0	0
The school meets my child's particular needs	33	46	32	4	6	8	0	0
The school deals effectively with unacceptable behaviour	30	42	34	47	4	6	1	1
The school takes account of my suggestions and concerns	24	33	38	53	7	10	1	1
The school is led and managed effectively	41	57	25	35	2	3	2	3
Overall, I am happy with my child's experience at this school	45	63	24	33	3	4	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.**



24 June 2010

Dear Pupils

Inspection of Shawfield Primary School, Aldershot GU12 6SX

Thank you for welcoming myself and the other two inspectors to your school. The weather was fantastic and everyone was very friendly. We enjoyed talking to you about what you like most about school and seeing you all working hard in lessons. We agree with you when you say that your school is a good school.

Here are some of the main things we found out.

- Children get off to a good start in the Reception class.
- Your behaviour is outstanding and you are a credit to your school.
- You make good progress in learning because you enjoy school and teachers work hard to make lessons interesting.
- Your school takes good care of you and makes sure you are all safe and secure.
- Your headteacher, teachers and governors lead and manage the school well.

We believe your headteacher and teachers can make your school even better. We have asked them to:

- help you to improve your mathematics, especially your ability to complete mathematical problems successfully
- help you to progress even faster by making sure you are always given work that challenges you
- help you to find out more about the customs and traditions of people living in  this country who are from cultural backgrounds that are different to yours.

Once again, thank you for making us feel so welcome in your school and remember you can help your school to get better by continuing to work hard.

Yours sincerely

Michael Barron

Lead Inspector

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