

# Shaw Church of England Primary School

Corsham Road, Shaw, Melksham, Wiltshire SN12 8EQ

## Inspection dates

25–26 April 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	<b>Requires improvement</b>
Quality of teaching, learning and assessment	<b>Requires improvement</b>
Personal development, behaviour and welfare	<b>Requires improvement</b>
Outcomes for pupils	<b>Requires improvement</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Senior leaders, including governors, have not tackled some aspects of underperformance to ensure that pupils make consistently good progress, particularly in writing.
- Governors are not provided with clear information on the progress made by key groups of pupils. Consequently, they are not able to hold leaders rigorously to account for pupils' outcomes.
- When monitoring the quality of teaching and assessment, senior leaders do not focus sufficiently on the achievement of pupils. This hampers leaders in their drive to raise pupils' outcomes.
- Some pupils do not take enough pride in their work. Too often pupils' work is poorly presented and this reduces its quality and accuracy.
- Teachers' expectations are variable. Teachers do not check pupils' learning and understanding closely enough to ensure work is closely matched to their abilities. As a result, some pupils do not make the progress they are capable of, including the most able.
- Pupils' writing skills are variable across the school, including their use of basic spelling, punctuation and grammar across the curriculum.
- The teaching of mathematics does not sufficiently challenge pupils to reach the highest levels by deepening their understanding of key mathematical skills.

### The school has the following strengths

- Recent actions taken by leaders and governors are starting to have a positive impact on pupils' outcomes.
- The early years foundation stage is good. Staff know the children well and plan learning opportunities that closely meet their needs.
- Pupils' behaviour is good; they show care and consideration for each other. They are polite and considerate.
- Teaching in some year groups, particularly Years 1 and 5, is supporting pupils to make strong progress.

## Full report

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

- Improve pupils' progress in writing and mathematics, by teachers:
  - raising their expectations of pupils and challenging them to do their best
  - checking pupils' learning and responding effectively to provide appropriate work for pupils of all abilities, including the most able
  - improving pupils' presentation and accuracy of work across all subjects, including their use of basic spelling, punctuation and grammar
  - providing high-quality opportunities to deepen pupils' mathematical understanding and reasoning through a range of contexts and problems.
- Increase the impact of leadership and management by:
  - establishing more rigorous evaluation of teaching, learning and assessment to drive school improvement
  - holding teachers fully to account by making effective use of checks on pupils' progress from their starting points
  - ensuring that governors have precise information on the progress of different groups of pupils to enable them to hold school leaders robustly to account.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Senior leaders know the comparative strengths and weaknesses of the school. However, in evaluating the quality of teaching, they do not focus sufficiently on the impact of teaching on learning. As a result, teachers are not provided with clear and detailed guidance on how to improve the progress of all groups of pupils.
- School leaders do not accurately check how well pupils are progressing to build relevant skills, knowledge and understanding, particularly in mathematics and writing. As a result, teachers are not being held robustly to account for pupils' progress and outcomes in these subjects.
- Senior leaders' attempts to tackle weaknesses in writing over time have not yet led to good outcomes. However, a recent initiative is now starting to gather momentum in supporting pupils to produce better written work, most notably in Years 1 and 5.
- Leaders have recently created a post with responsibility for checking and reporting on provision and outcomes for the most able pupils. A new policy and additional support for older pupils to improve their mathematics and writing have recently been introduced. However, these are not yet helping the most able pupils to make good progress.
- School leaders have organised additional support for disadvantaged pupils. However, disadvantaged pupils and the most able disadvantaged pupils do not make as much progress as their peers nationally.
- The recently appointed special educational needs coordinator is effective in providing support, advice and direction in the school's work. As a result, pupils who have special educational needs and/or disabilities are being well supported through precise and well-tailored plans that meet their needs.
- In September 2016, school leaders introduced a strategy ('Mission Shaw') aimed at further developing pupils' spiritual, moral, cultural and social understanding through the school's Christian aims and values. Although the impact is still emerging, there are positive signs that this approach is now helping pupils to improve their knowledge and appreciation of these areas.
- Leaders and governors ensure that the curriculum is broad and balanced. Core subjects are complemented by a wide range of creative, expressive and sporting opportunities. For example, forest schools, music tuition, gardening clubs and competing in regional netball finals offer pupils a diverse and enjoyable experience at school. As a result, pupils enjoy attending school, make many contributions to the school and feel valued.
- Pupils demonstrate a secure understanding and knowledge of British values. For example, they make decisions through the elected school council and eco-council. Pupils typically show a healthy respect towards each other and recognise the importance of individual liberty. One pupil, whose view was typical, said 'It's good to be different!'
- The trust board, external support as well as visits from senior and subject leaders across the ATOM, have not been effective in providing the necessary support and

challenge to secure improvement. Consequently, comparatively weaker aspects of pupils' progress in writing and mathematics have not been swiftly remedied.

## **Governance of the school**

- Since the school became an academy in April 2015, the local governing body has not been sufficiently rigorous in monitoring the school's performance. As a result, the governing body has not held school leaders robustly to account for pupils' progress and outcomes.
- Since September 2016 a revised approach is now ensuring that governors' visits are reflecting agreed priorities in the school development plan. Governors have delegated roles and responsibilities which are now having an impact on some aspects of the school's work, for example improving safeguarding.
- School leaders have a strategy for improving outcomes for disadvantaged pupils which ensures that work is mostly well planned to match pupils' needs. However, governors have not closely monitored the impact of funding for disadvantaged pupils, particularly the most able disadvantaged pupils, to ensure the very best outcomes for these pupils.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders, including governors, ensure that pupils are kept safe and that there is a strong culture of safeguarding. They ensure that pre-employment checks, vetting requirements and training for all staff are fully in place. As a result, staff are knowledgeable about current regulations and know how and when to report any concerns. Members of staff know precisely what to do and how to use the school's processes for raising and logging concerns.
- The school has two fully trained designated safeguarding officers. They also have arrangements for emergency situations if either is working off-site or absent. Records and case studies show how leaders have acted quickly and proportionately to protect pupils, including making referrals as needed to other professional organisations.
- Leaders follow advice and act judiciously to keep pupils safe. Well-maintained notes and files show that staff concerns are always followed up, including instigating and raising concerns directly with other agencies.
- Pupils feel safe and have confidence that school staff will respond to their concerns. Furthermore, the parent support adviser provides additional training and support for pupils and their families to promote their children's well-being.

## **Quality of teaching, learning and assessment**

**Requires improvement**

- Teachers' expectations are variable across the school, especially in writing and mathematics. Staff do not consistently provide activities that are precisely matched to the different needs of pupils. As a result, pupils do not make strong progress and reach the standards of which they are capable, including the most able pupils.

- Pupils do not consistently develop their basic skills, including spelling, punctuation and grammar. Teachers do not routinely challenge pupils to do their best so that they regularly produce good-quality writing. This is seen particularly in the quality of pupils' writing in subjects other than English.
- The quality of mathematics teaching requires improvement. Pupils are not given enough high-quality activities to deepen their mathematical thinking and reasoning. Some pupils told inspectors they would like harder work in mathematics because they too often found the work easy. Overall, pupils are not rapidly developing their understanding and the confidence to apply their skills to different situations and contexts.
- Teaching in some year groups, most notably in Years 1 and 5, is having a more discernible impact on pupils' outcomes. As a result, pupils are meeting age-related expectations and are making accelerated progress, particularly since September 2016.
- Teachers' plans for pupils who have special educational needs and/or disabilities are effective. Teaching assistants provide effective support for pupils in one-to-one situations and when providing interventions for small groups of pupils. As a result, these pupils are typically well supported to make strong progress.
- Teachers' planning and assessment for disadvantaged pupils is improving. Plans are more precise and targets are agreed with the pupils. However, the impact, particularly for the most able disadvantaged pupils, is variable because the quality of teaching to deliver them effectively is inconsistent. Teachers' checks on pupils' understanding sometimes do not pick up on pupils' misconceptions.
- Phonics teaching, particularly in Year 1, is effectively planned to meet the needs of different pupils. Teachers show a good knowledge of phonics and support pupils well to meet age-related expectations.
- The teaching of reading ensures pupils enjoy a wide variety of texts and are developing word building skills appropriately.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development requires improvement.
- Pupils do not always take pride in their work and do their best. Work in pupils' books across a range of subjects can be untidy and poorly presented. As a result, the overall quality of their work and learning can dip, which directly affects pupils' outcomes and the standards they reach.
- There are some occasions when pupils' attention drifts and when this happens pupils can disrupt their learning and that of others around them. This means some pupils do not make the progress that they are capable of making.
- Pupils feel safe and trust adults. Leaders react quickly to the very few reported incidents of bullying, which are not tolerated. Any anti-social or threatening behaviour

is immediately dealt with and records show that when this has occurred it has not been repeated.

- The parent support adviser supports pupils and families effectively; the quality of support in place is helping to maintain pupils' attendance.
- Pupils are taught how to stay safe in a variety of situations. For example, pupils are confident and know how to stay safe online.
- Pupils take responsibility for events and actions around the school. They are proud to make contributions to the school through, for example, the school council, eco-council and gardening club. Furthermore, they are keen to take additional responsibilities such as organising the use of play equipment.

## Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school and show genuine respect and care for each other. Pupils are polite and courteous and are pleased to help each other as well as any guests who visit the school. Pupils recognise the importance of the school's values and use them in their everyday lives.
- Pupils are respectful, tolerant and socialise well together. The new 'Mission Shaw' strategy has been well received and pupils speak positively about it. The focus through the school's Christian values is having a strong impact on pupils' behaviour and the level of consideration they show for others.
- Pupils' overall attendance is above the national average and attendance for disadvantaged pupils is improving, as is the attendance of pupils who have special educational needs and/or disabilities.
- The number of pupils with persistently low attendance has fallen in the academic year from 12 to only a few cases. Pupils enjoy coming to school.

## Outcomes for pupils

## Requires improvement

- In 2016 key stage 2 national tests the progress that pupils made in writing was significantly below the national average. Progress in mathematics was also lower than the national average.
- The current progress of pupils with different starting points is inconsistent, particularly in writing and mathematics. Work in books shows that some pupils who fall behind are slow to catch up, especially in their basic writing and mathematical skills.
- Prior middle-attaining and most-able pupils are not consistently challenged to meet the higher standards, particularly in writing. Pupils' writing skills sometimes lack the complexity and depth to meet the higher standards and there are some common errors in spelling, punctuation and grammar that are a barrier to their achievement.
- Pupils' writing skills across different curriculum subjects are variable. Pupils produce better writing in their literacy books but this does not match with their writing across the curriculum. Sentence construction and wider opportunities to deepen skills for

writing are not sufficiently developed to enhance pupils' writing, especially in key stage 2.

- Disadvantaged pupils are now typically making rates of progress in line with their peers. There is still some variability in their progress, seen in workbooks, especially for those capable of reaching the higher standards.
- Pupils' number and computation skills are broadly in line with expectations. However, some of the most able pupils are too often expected to repeat work unnecessarily. As a result, they do not have enough opportunities to deepen their understanding by applying this knowledge to a range of situations and problems.
- Provision is effectively targeted to meet the needs of pupils who have special educational needs and/or disabilities, including those with education, health and care plans. They make strong progress in reading, writing and mathematics in key stages 1 and 2.
- Reading outcomes compare well to the national average at the end of key stage 1 and 2. An increased number of the most able pupils in key stage 2 are on track to reach the higher standard than was the case last year.
- Pupils' results in the Year 1 phonics screening check in 2016 were just below the national average. Pupils are now working well within the expected phases and standards for their age in phonics. In addition, pupils who did not meet the standard in the previous year are catching up well, including the disadvantaged pupils.

## Early years provision

**Good**

- The staff's effective use of assessment and transition information supports the children to make good progress across the areas of learning. Consequently, children leave Reception well prepared for Year 1.
- The early years team focus well on the children's personal, social and emotional learning, which supports the children in settling quickly. As a result, children quickly start to take responsibility for themselves and make good contributions to their own learning and development.
- Children make good progress from their various starting points. Adults interact effectively with the children and have high expectations, which leads to good outcomes. Children interact and communicate well to complete tasks together. For example, the inspector observed a group of boys playing purposefully in constructing wooden blocks as 'pipes'.
- Adults plan high-quality opportunities for the children. As a result, children are curious and make strong links in their learning and development, for example interacting and communicating well through role play and making their own choices about dressing up and play. However, writing opportunities are not as prevalent, which limits the children's ability to write freely for their own reasons and purposes.
- Teaching is effective in targeting children who need to catch up, including the children from disadvantaged backgrounds. Adults know the children well and plan opportunities, including additional interventions, to support them. Children who have special

educational needs and/or disabilities are also supported effectively through precise and well-tailored plans.

- There is a sustained trend in improvement in children's early years outcomes so that the percentage of children leaving with a good level of development is now just above the national figure. Current inspection evidence shows that this is being sustained.
- Leaders and managers plan effectively to ensure that the needs of the children are met through high-quality provision. School leaders have rightly identified that mathematical development remains a priority, as well as ensuring that an increasing proportion of children exceed the early learning goals across the different areas of learning.
- Safeguarding in the early years foundation stage is effective.



## School details

Unique reference number	141920
Local authority	Wiltshire
Inspection number	10033991

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	206
Appropriate authority	The Academy Trust of Melksham
Chair	Lucy Constantine
Headteacher	Simon White
Telephone number	01225 702544
Website	<a href="http://www.shawprimary.com">www.shawprimary.com</a>
Email address	<a href="mailto:administrator@shaw.wilts.sch.uk">administrator@shaw.wilts.sch.uk</a>
Date of previous inspection	Not previously inspected

## Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school is part of the Academy Trust of Melksham (ATOM). The trust was formed in April 2015 and its work is overseen by a board of trustees. The trust is responsible for seven primary schools and one secondary school.
- When its predecessor school, of the same name, was last inspected by Ofsted in September 2012, it was judged to be a good school.
- The school meets the government's current floor standards in reading, writing and mathematics.

- Shaw Church of England Primary is slightly smaller than the average primary school.
- The proportion of pupils eligible for free school meals is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below average. The proportion of pupils with education, health and care plans is below average, although numbers have risen recently.

## Information about this inspection

- The inspectors visited all classes, usually accompanied by either the headteacher or the deputy headteacher.
- Meetings were held with senior leaders, including the headteacher and deputy headteacher, as well as subject leaders for mathematics and writing. Other meetings were held with the special educational needs coordinator, the most able pupils leader and representatives of the academy's local governing body.
- The lead inspector also held telephone discussions with the chief executive officer and head of school improvement of the Academy Trust of Melksham MAT.
- The inspectors scrutinised a number of documents including reports of governors' visits, assessment information, the school's self-evaluation, the school development plan, anonymised performance management records and evidence relating to safer recruitment and child protection.
- The inspectors observed daily phonics teaching.
- Inspectors undertook a learning walk to review other subjects taught across the curriculum. These included parts of the afternoon arrangements and provision in the school.
- The inspectors undertook an extensive scrutiny of pupils' books to evaluate the quality of work and check the accuracy of assessment information held by the school in writing and mathematics.
- The inspectors spoke to pupils during various activities. In addition, inspectors met separately with a group of key stage 1 and 2 pupils.
- Inspectors heard Year 1, 2, 5 and 6 pupils read.
- Inspectors observed pupils' behaviour at playtime and lunch, and their general conduct across the school day.
- The 51 responses to Ofsted's online survey, Parent View, were taken into account including 50 additional written comments submitted via text. The inspectors also considered additional comments when they met parents directly. There were also 19 questionnaire responses from staff and 65 from pupils.

## Inspection team

Stewart Gale, lead inspector

Her Majesty's Inspector

Jonathan Dyer

Her Majesty's Inspector

Heather Barraclough

Ofsted Inspector

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