

# Shinfield Infant and Nursery School

School Green, Shinfield, Reading, Berkshire, RG2 9EH

**Inspection dates** 4–5 February 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher and her deputy are recognised by staff, governors and parents as strong leaders who are determined to ensure the best education for all pupils. Consequently, the school's capacity for improvement is strong.
- Good teaching ensures that pupils make good progress, achieving well in reading and mathematics and improving in writing.
- By the time they leave the school, pupils are well prepared for the next stage of education; the majority move on to the linked junior school.
- Parents are highly supportive of the school and support their children's learning well. All the parents who responded to the Parent View online survey agreed that they would recommend the school to another parent.
- Adults set excellent standards of conduct; consequently, attitudes to learning are good.
- Governance is strong. Governors challenge and support the school effectively, ensuring that statutory requirements are met and playing an active role in the life of the school.
- Children in the early years enjoy school and in the Reception classes they make good progress from a wide range of starting points.
- Behaviour is of a high standard and the small number of pupils with behavioural difficulties are well supported so that they can focus on their learning.

### It is not yet an outstanding school because

- Standards of writing, although improving, do not yet consistently match national averages for some groups of pupils.
- In the Nursery, although children are well cared for, they do not make rapid progress in developing basic skills.

## Information about this inspection

- Inspectors observed pupils’ learning in 15 lessons, two jointly with the headteacher and her deputy. They also observed pupils working in small groups and individually with teaching assistants and other adults.
- Discussions took place with the headteacher, a group of governors, subject leaders, teachers, support staff and pupils.
- Inspectors took account of 59 responses to the online Parent View questionnaire. They also had informal discussions with parents and took account of staff questionnaires.
- The school website was examined and a range of policies and documents was reviewed, including the school’s improvement plans, governors’ records and safeguarding policies and procedures. Attendance and progress records were also examined.
- Inspectors looked at pupils’ work in lessons and discussed it with them. Samples of books from different groups of pupils were reviewed. Pupils in Years 1 and 2 read to inspectors and talked about their reading.

## Inspection team

John Worgan, Lead inspector

Additional Inspector

David Sears

Additional Inspector

Olson Davis

Additional Inspector

## Full report

### Information about this school

- Shinfield is an above-average-sized infant school.
- The proportion of pupils supported by the pupil premium is below average. This is additional government funding to support those pupils eligible for school meals and those in the care of the local authority.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs is below average.
- Children in the early years are taught in two Nursery classes, one in the morning and another in the afternoon and in three full-time Reception classes.
- The school has strong links with the nearby junior school, including a shared website, links between governing bodies and some common policies.

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

- Further improve the progress of children in the nursery by helping them to develop basic skills in reading, number and writing at a faster pace.
- Improve the standards of pupils' writing by:
  - supporting boys and less able pupils so that they write accurately, making good progress
  - marking their work so pupils are aware of errors and are given clear advice so that they can avoid repeating them.

## Inspection judgements

### The leadership and management are good

- The leadership of the headteacher is widely praised as a key factor in raising attainment and improving the quality of teaching. This is recognised by staff, governors and the local authority which uses her expertise to help other schools to improve standards.
- Leaders keep a sharp focus on ensuring all pupils benefit equally from the opportunities available. Pupils of all abilities and backgrounds are valued and encouraged. Additional funding is used wisely to support disadvantaged pupils; the summer school, which the school runs for these pupils, is used as a model of good practice by the local authority.
- The school checks pupils' progress carefully and records it accurately. A new computer-based assessment system is helping teachers to track pupils' progress.
- Targets for individuals, groups and the whole school are set carefully and progress towards them is checked regularly. All staff have a target linked to pupils' progress which forms part of the management of their performance. Other targets include school and individual priorities and teachers and support staff report that they are well supported in their professional development.
- Subject leaders and those with other responsibilities are enthusiastic and keen to secure improvement in their areas of responsibility. They are making a significant impact in raising pupils' achievement. They have varying levels of experience and expertise which is developed through training and shared through joint planning. There are plans to extend this process through a programme of mutual lesson observation; this is at an early stage however.
- The range of subjects taught is broad and balanced. The formal curriculum is supported through a range of trips and visits and a variety of clubs and activities. The new primary curriculum is incorporated in planning and the school is working with other schools to develop an assessment system incorporating the new criteria.
- Primary sport funding is used effectively to extend the range of pupils' experience in physical education and to employ coaches who work alongside teachers, developing their skills.
- The school liaises effectively with a range of early years providers, whether pupils enter the nursery or join the school for the Reception year. Work with outside agencies is strong, especially when supporting vulnerable pupils.
- The local authority provides some support at the school's request, focusing on key areas for improvement. It has moderated the school's assessments and states that they are accurate. Aspects of the school's work, such as the summer school, are used as models of good practice for other schools.
- Spiritual, moral and social and cultural education is good. Assemblies are a particular strength; during the inspection, pupils from Year 1 performed the Gingerbread Man story to other classes and parents. All members of the class participated enthusiastically, and the standard of singing, musicianship and storytelling was very high. Pupils are well prepared for life in modern Britain and plans are in place to use the forthcoming general election as a stimulus to develop pupils' understanding of democracy and the importance of treating people fairly, without discrimination.
- All safeguarding requirements are met. Policies and procedures are well understood and are followed carefully.
- **The governance of the school:**
  - The governing body is in the process of re-constitution. Governors have an appropriate range of skills which are employed effectively in supporting the school.
  - Governors have a clear understanding of the priorities for raising achievement and improving the quality of teaching. They have a good understanding of performance data and are involved in the process of target setting based on pupils' achievement.
  - Governors oversee the school's finances effectively and ensure that additional funding for disadvantaged pupils and for supporting sport is used well.
  - The performance management of staff is monitored carefully and governors ensure that funds are used to reward effective teaching.
  - The views of parents are taken into account through surveys, informal contacts and through the school website. Suggestions such as staggering start and finish times have been acted upon.
  - Governors rigorously check that safeguarding policies are up to date, ensure that procedures are followed and that all statutory requirements are met.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. They conduct themselves well in classrooms and around the school. They show respect to, and consideration for, each other and to adults. In the Parent View survey, almost all parents agreed that the school ensures that pupils behave well.
- In lessons, behaviour is generally good and in some lessons inspectors saw examples of outstanding behaviour where pupils were supporting each other when working together. On a few occasions, pupils become restless because teaching does not engage their interest.
- In discussion, pupils said that occasions when their lessons were disrupted by poor behaviour are rare. This was usually because pupils with behavioural difficulties did not conform to classroom expectations; they said that teachers dealt with these issues quickly and effectively.
- At breaks and lunchtimes, pupils behave well and good supervision ensures that any problems are dealt with quickly. In the dining hall, they behave sensibly and are encouraged to develop good table manners.
- The school behaviour policy is clear and pupils were able to explain the system of rewards and sanctions, the higher levels of which seldom need to be applied. Pupils who enter the school with behavioural problems are supported well by programmes which concentrate on encouraging them to modify their behaviour, enabling them to focus on their learning.
- Older pupils set a good example to younger ones, acting as play leaders and helping adult supervisors.
- Attendance has improved and matches national averages for primary schools. The number of persistent absentees is low and the school takes effective action to support the families of the few pupils whose attendance is poor.

**Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils understand how to keep themselves safe and behave safely around the school. They have a good understanding of e-safety and how to keep themselves safe when using the internet.
- Pupils are aware of different types of bullying. They say that bullying sometimes happens, but it is of a minor nature and is dealt with quickly and effectively. Racist incidents are very rare and pupils are tolerant and aware of cultural differences.
- Pupils say that they feel safe and happy. They are confident that adults will listen to them and help them when they have problems. Parents who replied to Parent View confirmed this and parents who spoke to inspectors were highly complimentary about the care and consideration which their children receive.

**The quality of teaching is good**

- Teaching of high quality ensures that pupils make good progress and achieve well. High expectations and thorough planning ensure that activities are well matched to pupils' needs.
- Literacy is taught well. Pupils make good progress in reading; careful support for the development of reading skills, including strong parental involvement, ensures that reading improves steadily.
- The teaching of writing is improving and teachers encourage pupils to write extensively and imaginatively, but they are not yet correcting pupils' errors consistently so that pupils can avoid repeating them. The school has identified writing skills as an area for development and a range of targeted programmes, including an extra support group in Year 1 and other individual and group interventions, has been effective in raising standards. The writing skills of boys and some lower ability pupils still lag behind those of girls and other pupils, however.
- The teaching of phonics (the sounds which letters make) is good and results in the Year 1 phonic check are improving. Teaching in this area is imaginative and well targeted to pupils' differing needs. Pupils who read to inspectors were able to use phonics confidently to decode unfamiliar words.
- The teaching of mathematics is of a high standard and teachers encourage pupils to develop problem solving skills and to use mathematical terms correctly. Teachers are incorporating the revised National Curriculum programmes into their planning and pupils are coping well with the new demands and challenges which are required.
- Pupils' work is marked thoroughly and teachers use a colour coding system, identifying strengths and aspects which need improvement. Pupils understand this system well. The best marking gives pupils specific guidance on improving their work, but this is not consistent in all classes and in all subjects. Errors of spelling, punctuation and grammar are not always corrected; consequently, pupils repeat errors.
- Homework is set regularly and all pupils have planners which record their reading and other homework.

These records are kept conscientiously and form an excellent means of communication with parents on a daily basis.

- Teaching assistants are effective in helping pupils to make progress both in the classroom and when working with small groups and individuals. This is because they have a high level of expertise and work effectively with teachers including jointly planning pupils' activities.
- Well-focused teaching and support enable disabled pupils and those with special educational needs to make similar progress to others in reading and mathematics. These pupils lag behind in writing, however, and the school is taking appropriate action to enable them to improve their writing skills.

### The achievement of pupils

is good

- Overall, pupils' attainment is above average. Pupils enter the school with attainment which is typical for their age in most areas and make good progress in reading and mathematics, exceeding national average standards by the end of Year 2. Attainment in writing has been less strong in the past and the school is aware of this and school assessment data show that progress is now improving in this area.
- Improving pupils' writing is a priority for the school and a number of initiatives are making a significant impact. A strong emphasis on developing writing in the Reception classes is building a sound skill base. The provision of an extra group in Year 1 benefits all pupils, but especially the weaker writers. Opportunities for extended writing in Year 2 are all helping to improve standards.
- Achievement in reading is strong. Imaginative and well planned phonics teaching and careful monitoring of pupils' reading, including extra support for weaker readers, are ensuring that pupils develop their reading skills well. Results in the Year 1 phonic check are improving; they were just below national averages in 2014 and school assessment indicates that they will further improve this year. Most pupils read regularly at home and a support programme ensures that those who have difficulty in doing this are able to read regularly with adult support.
- In mathematics, the standard of teaching is good and results have been consistently above average at the end of Year 2. Teaching is carefully adapted to pupils' needs; in a Year 2 lesson, a teaching assistant was working with a group of higher ability pupils, challenging them to add numbers with a sum greater than 1000.
- At the end of Key Stage 1, in 2014, disadvantaged pupils matched other pupils' attainment nationally and were one term behind others in the school. As these pupils were behind others in reading and writing but ahead in mathematics, the school has targeted support in improving their literacy skills. Recent school assessment data show that this support has been effective in raising standards.
- Disabled pupils and those with special educational needs are identified early and support is well matched to their needs. They make similar progress to others in mathematics and reading, but they fall behind in writing. Their progress and needs are reviewed regularly and support programmes are adjusted accordingly.
- The most-able pupils are making good progress in mathematics, reading and writing. Inspectors saw examples of high quality extended writing and of strong problem solving skills in mathematics.
- The progress of different groups of pupils varies. The school is aware of these, especially the weaker performance of boys and less able pupils in writing. Action to remedy these weaknesses is beginning to have a positive impact, but gaps still exist; consequently, achievement is not outstanding.

### The early years provision

is good

- Children's knowledge and skills when children start school are typical for their age. They make good progress overall from their different starting points, although many make faster gains in Reception than in the nursery. Children are well prepared to sustain this progress in Year 1.
- Approximately one third of children enter the school through the on-site nursery. Basic skills in reading, writing and number are developed well, but as not as rapidly as they could be. In the Reception classes, teaching is of a very high standard and children make very good progress. They are well cared for and develop good social skills, enabling them to cope well as they move into the Reception classes. They have a wide range of opportunities to practise reading and writing; reading is above average by the end of the Reception year.
- Children enjoy their learning and say that school is fun. In one class, pupils sang 'The Grand Old Duke of York', marching in time to the music. They then drew and labelled maps, showing the route the soldiers might have taken, developing their imagination and literacy skills.

- Good relationships with adults ensure that children feel safe and secure. Routines are well established and behaviour is good. Children work together well, supporting each other's learning. Teaching assistants play a key role in ensuring that children make good progress; they are skilled and adaptable, playing a full part in planning and in assessment.
- The Reception classes are organised so that children can work in different groups and can move between activities. Teachers and teaching assistants cooperate effectively, for example in teaching phonics in a range of small groups focusing on different skills. The outside area is used well; during the inspection some pupils were enjoying using 'metal detectors' to find buried treasure.
- Provision is well managed and leadership is strong. The early years provision is managed by the deputy headteacher, and the team of teachers and teaching assistants work very effectively with her. Assessment is thorough and accurate and teachers record progress regularly and use assessment effectively to inform their planning.
- Links with parents are strong. Parents who spoke to inspectors spoke highly of the way in which the school cares for children and supports their learning. Pupils' planners show that parents are fully involved in all aspects of their children's education, especially in their reading.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	109886
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	449738

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	317
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Young
<b>Headteacher</b>	Amanda Turner
<b>Date of previous school inspection</b>	11–12 March 2010
<b>Telephone number</b>	0118 9883389
<b>Email address</b>	admin@shinfield.wokingham.sch.uk

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