

Inspection of Shaw Ridge Primary School

Ridge Green, Shaw, Swindon, Wiltshire SN5 5PU

Inspection dates: 15 and 16 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils are proud of their school. They are made to feel welcome and part of the 'Shaw Ridge Family'. Pupils enjoy their learning and work hard in lessons. They value their friendships and pupils of all ages play well together at break and lunchtimes.

Staff have high expectations of pupils. As a result, pupils behave well in lessons and around school. Pupils feel safe and talk positively about the help and support the adults in school give them. They say that if bullying occurs, they know it will be dealt with quickly.

Pupils, including those with special educational needs and/or disabilities (SEND), attend a wide variety of clubs and activities, including girls' football and 'Wild Learning'. The school environment helps pupils to be physically active and to develop their imagination. They do this by making good use of the 'Unity Garden' and the woodland area to learn about the environment.

Parents and carers are positive about the school. One comment, typical of many, is: 'Shaw Ridge is a warm, caring school that supports children beyond their education.'

What does the school do well and what does it need to do better?

Staff share leaders' ambitions for pupils to succeed and to thrive socially and emotionally. Leaders have designed a well-sequenced curriculum in most subjects. For example, the early years and the physical education curriculums are clearly sequenced. This ensures that pupils securely build their knowledge over time. In mathematics, children in the early years have many opportunities to develop their understanding of number. Older pupils call on previous knowledge to learn new concepts. This helps them solve mathematical problems using fractions.

In other subjects, the curriculum is less developed. Where this is the case, leaders have not identified precisely enough the essential knowledge that pupils need to know. In design and technology, for example, pupils do not always remember and use the technical knowledge and skills they have been taught before. Consequently, pupils have a less secure foundation on which to build the next steps in their learning.

The school's phonics programme is effective. Pupils learn to read from the moment they start at the school and get off to a good start. Pupils decode words and build up their fluency in reading successfully. Pupils read books that are matched to the sounds they are learning. Leaders use assessment effectively to check the progress that pupils make. As a result, pupils who are at risk of falling behind have the necessary support to help them to keep up. Teachers choose class texts that are varied and broaden pupils' knowledge and interests. Older pupils are encouraged to read widely, and talk with enthusiasm about the way in which teachers 'bring stories to life' in their daily reading sessions.

Pupils with SEND are fully included in the school curriculum. They receive tailored support to enable them to learn confidently and successfully across the curriculum. This is a strength of the school.

Pupils' positive attitudes to school begin in early years. Children are enthusiastic about their learning. They use talk well to build each other's understanding of the world. For example, an inspector observed a pupil explaining in detail how a 3D object was made from magnetic pieces. Pupils build on this strong start. They are polite, respectful and helpful and want to achieve.

Pupils learn to be thoughtful, inclusive citizens of modern Britain. Through the curriculum, pupils understand what makes a positive relationship. They talk confidently about loyalty, trust and the importance of consent.

Staff are proud to work at Shaw Ridge. They appreciate the way in which leaders consider staff's workload. Staff, including school leaders, feel well supported and benefit from the shared training that being part of the collaborative trust provides. Although visits to the school have been hindered due to COVID-19, governors know the school well.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured that all staff have received mandatory training. Staff are vigilant of safeguarding risks, including those specific to the local area. They use the school's procedures for reporting concerns when needed.

Leaders identify when pupils and families need additional help. They work with a range of agencies to put in place the support that pupils and families need.

Pupils talk confidently about how to stay safe outside of school. The computing curriculum ensures that pupils know what to do and whom to talk to if they experience any harassment or abuse when they are online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the curriculum does not identify the essential knowledge that pupils need to learn. As a result, pupils are not able to build their current learning on what has come before. Leaders should ensure that they identify what pupils will learn from early years to Year 6 in each subject.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	140291
Local authority	Swindon
Inspection number	10210949
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	444
Appropriate authority	Board of trustees
Chair	Philip Harland
Headteacher	Sally Cowell
Website	www.shawridgeprimary.org.uk
Date of previous inspection	13 September 2016, under section 8 of the Education Act 2005

Information about this school

- This is a larger-than-average primary school.
- The school is part of The Link Academies Collaborative Trust, which contains three primary schools.
- There is a nursery on site for children aged two to four.
- The school uses two registered alternative providers.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior and curriculum leaders and governors. Inspectors also held telephone discussions with the chair of the trust and the school's improvement partner.

- Inspectors carried out deep dives in these subjects: early reading, English, mathematics, history and design and technology. In each subject, inspectors discussed the curriculum with senior and curriculum leaders, talked to pupils, visited lessons, spoke to teachers and looked at pupils' books.
- Inspectors met with staff to consider their views.
- Inspectors reviewed safeguarding records, including the single central record of recruitment checks on staff.
- Inspectors considered the 74 responses to the confidential questionnaire, Ofsted Parent View. They also considered the views of parents who spoke to inspectors. They evaluated the views of staff from the Ofsted online questionnaire.

Inspection team

Ben Jordan, lead inspector	Ofsted Inspector
Geraldine Tidy	Ofsted Inspector
Jonathan Gower	Ofsted Inspector
Richard Vaughan	Ofsted Inspector

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