

Shacklewell Primary School

Inspection report

Unique Reference Number	100241
Local Authority	Hackney
Inspection number	354821
Inspection dates	16–17 March 2011
Reporting inspector	Samuel Ofori-Kyereh

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	392
Appropriate authority	The governing body
Chair	Mr Ben Plant
Headteacher	Michelle Thomas
Date of previous school inspection	11 December 2007
School address	Shacklewell Row Hackney London E8 2EA
Telephone number	02072541415
Fax number	020 7254 1151
Email address	admin@shacklewell.hackney.sch.uk

Age group	3–11
Inspection dates	16–17 March 2011
Inspection number	354821

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by three additional inspectors. The inspectors gathered evidence by observing teaching and learning in 17 lessons taught by 17 teachers. Other aspects of the school's work were analysed and meetings held with the Chair of the Governing Body and a representative from the local authority, as well as discussions with some parents. Inspectors considered the school's systems for assessing and monitoring pupils' progress, as well as self-evaluation, safeguarding procedures and policies. During the inspection, inspectors received and analysed questionnaires from 67 pupils, 30 staff and 84 parents and carers.

The inspection team evaluated the overall effectiveness of the school and looked in detail at a number of key areas.

- The quality of learning and progress for all groups of pupils and the aspects of teaching that contribute to these.
- How the roles of senior and middle leaders have evolved since the last inspection, and how they contribute towards school improvement.
- The effectiveness of the school's support for the personal development of its vulnerable pupils, including those newly arrived from overseas.
- The extent to which the governing body holds senior leaders to account in driving up standards.

Information about the school

Shacklewell is a larger-than-average primary school. It draws most of its pupils from the immediate locality, which is very diverse ethnically. The vast majority of pupils have Turkish, Black African and Caribbean heritages and many speak English as an additional language. Currently, there are 42 pupils who are from refugee or asylum-seeking families. The proportion of pupils known to be eligible for free school meals is higher than that usually found nationally. The proportion of pupils identified with special educational needs and/or disabilities is slightly above average. More than the usual number of pupils join or leave the school at other than the usual times. The school recently gained Healthy Schools and Food for Life Flagship School status.

A new executive headteacher took up her post in September 2010 as part of a partnership arrangement.

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?

3

The school's capacity for sustained improvement

3

Main findings

Shacklewell Primary provides a satisfactory quality of education and has recovered well from earlier staffing turbulence. Since the appointment of the executive headteacher, the school has made some impressive improvements. Although the published results in national tests show that the pupils' attainment has been low for some time, attainment in lessons is rising securely and the pupils' rate of progress is accelerating as the school strives determinedly to address the legacy of underachievement from recent years. In this drive, the executive headteacher is well supported by middle and senior leaders who fully understand what has to be done to enhance the pupils' progress.

At the heart of the improvements in the pupils' achievement is the progress in assuring the quality of teaching and learning. Although not yet consistently good and overall satisfactory, there is much teaching that is good as in Year 6, for example, where pupils are making good progress in their basic skills and making up for earlier underachievement. In other groups, such as some of the mixed-age literacy groups learning is sometimes hindered by a very wide age range, too few support staff and the length of the sessions. Teaching and learning in the Nursery is good but weaker in the Reception class, where there is too little challenge for many of the children. The school has had some success in other year groups in sharpening the use of assessments and ensuring greater consistency in the marking of pupils' work so that they have a clear understanding of how they might improve.

A new literacy scheme is contributing to improvements in pupils' basic skills but the curriculum does not always provide sufficient scope for pupils to apply their basic skills creatively and in a range of subjects. Nevertheless, there is a wide range of out-of-hours activities such as gardening projects and trips to local places of interest as well as to museums and galleries.

Most pupils attend regularly and their behaviour is satisfactory, as is their spiritual, moral, social and cultural development. Shacklewell is a secure school and safeguarding procedures are in line with government requirements, although some parents and pupils expressed concern over incidents of bullying and poor behaviour.

Shacklewell has a satisfactory capacity to sustain further improvement because of the good collaborative working of the staff and the senior team and because of the honest and accurate self-evaluation. The school has reversed the downward trend of recent years in the pupils' attainment and progress and understands fully the importance of channelling its energies efficiently to strive to ensure that pupils do as well as they can. It is regaining the trust of many parents although not all consider that there are good communications with the school. Members of the governing body are much more able than previously to challenge the school effectively as well as being able to offer positive support.

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

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted Inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment across the school in English, mathematics and science by:
 - ensuring that all teachers provide appropriate levels of challenge for each pupil in line with individual targets
 - consolidating the good teaching to ensure the consistency of such practice across the school.
- Review the curriculum so that it provides more scope for pupils to apply their basic literacy and numeracy skills in a range of different subjects.
- Improve the consistency of provision in the Early Years Foundation Stage by:
 - ensuring that there is sufficient challenge for children in the Reception Year
- Strengthen collaborative working with parents and carers to include all groups by addressing perceived concerns about the school by:
 - setting up regular meetings so that governors and parents can meet to exchange information and find solutions to concerns
 - ensuring that, as much as possible, communications reflect the main community languages.

Outcomes for individuals and groups of pupils

3

Pupils enjoy school and this is generally reflected in positive attitudes shown in those lessons when they are encouraged to take responsibility for evaluating their own and the work of others. This was evident in a Year 3 mathematics lesson on how to visualise two-dimensional shapes. However, in another class, the length of the literacy session made it difficult for pupils to retain concentration and, as a result, they were restless and needed reminding about behaving properly. The school's literacy programme which focuses teaching on basic skills works well with Year 6 pupils and helps them to make accelerated progress.

The school's data and the pupils' current work confirm improving levels of progress and an upward trend in the pupils' attainment, taking it close to average in the current Year 6. There is well-focused support for new arrivals, whose overall progress, although satisfactory, is less rapid than that of those who begin and complete their primary education in the school. These latter pupils make good progress from their starting points. Pupils with a wide range of special educational needs and/or disabilities, mainly speech, language and communication difficulties, make satisfactory progress as do those who speak English as an additional language.

Pupils report that they feel safe at school and generally adopt safe practices but are worried that some of their concerns are not dealt with as rapidly and as effectively as they wish. Pupils' attendance has improved significantly over the last year and current levels are average. They have a satisfactory understanding of healthy lifestyles and participate well in physical activity, reflecting the school's new flagship status. Many try to ensure their lunch boxes match the school's recommendations, although there are some who give

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

in to the temptation of crisps. Many pupils regularly participate in extended school activities, making a contribution to the school community especially through the Food for Life gardening activities.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality of teaching and learning is satisfactory overall and improving, as seen in the examples of good teaching seen across several year groups. Key strengths in the best teaching include careful planning of lessons to meet pupils' wide-ranging needs, the use of questioning to assess progress in lessons and the close involvement of the pupils in the evaluation of their work. When teaching is only satisfactory, it is mainly because teachers' questioning does not always probe deeply enough to ensure that pupils understand the language used, particularly for those who are at the initial stages of learning English. Sometimes, there are too few practical activities to engage pupils in the lengthy literacy sessions. Not all teachers provide appropriate levels of challenge for each pupil in line with their individual targets. Marking is mostly good, with helpful advice given on what pupils need to do to improve their work and the provision of opportunities for pupils to respond to teachers' advice.

The curriculum is satisfactory but, in the attempt to raise attainment, is more narrowly focused on basic skills. Nevertheless, pupils benefit from a wide range of enrichment opportunities, including festival celebrations and visits. The school recognises that the

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

Early Years Foundation Stage curriculum needs to improve so the fast rate of progress achieved in the Nursery is sustained in the Reception Year. Consequently, the school is focused on updating the teaching and learning resources to provide a range of learning opportunities that would consolidate pupils' progress in Reception and raised their attainment.

Pupils' care, support and guidance are satisfactory. Pupils are well cared for in the school clubs, including those before and after school. Strong links with a local high school enables pupils to quickly settle when they transfer at the end of Year 6. The school's inclusive approach to pupils' needs allows them to feel at home, especially those new to the school. The school has consolidated its arrangements for pupils with special educational needs, resulting in their satisfactory progress. Vulnerable pupils benefit greatly from one-to-one tutoring sessions, which help them to access the curriculum and from the school's close partnerships with external agencies. There are strong links with social and medical services, holiday play schemes and other community organisations. Through these links families who are hard to reach, and are sometimes at the early stages of learning English, are supported by the English for Speakers of Other Languages programme. As a result, some of these families are now more able to engage with their children's education.

These are the grades for the quality of provision

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

How effective are leadership and management?

The executive headteacher, senior and middle leaders are united in their ambition to raise pupils' attainment. There is convincing evidence that learning and progress are improving securely as a result of better monitoring systems and well-targeted professional development. School leaders are aware of the need to consolidate the good teaching to ensure a greater consistency of practice across the school. The members of the governing body understand the school's needs and are gradually gaining expertise in monitoring and evaluating the school's performance in order to support and challenge the leadership team.

All safeguarding requirements were met at the time of inspection and are in line with good practice. They include a carefully planned approach to child protection procedures and to the pupils' safety on school visits. The effectiveness with which the school promotes and evaluates its provision for community cohesion is good. The school has been successful in forging strong partnerships with a wide range of local, national and international agencies. The range of opportunities, however, for pupils to learn more about the culture and circumstances of other parts of the United Kingdom are still limited.

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

The school has experienced some difficulties in establishing good communications with parents. The governing body has begun to involve parent representatives in additional meetings to try to involve them more fully in the decision-making processes of the school. The school recognises the need to ensure that where possible, communications reflect the main community languages. This inclusive school is committed to promoting equal opportunities and to eradicating any discrimination, exemplified by its emphasis on caring for, and developing the language skills of, its many recently arrived families. The school currently checks for and strives to eliminate underachievement in its minority ethnic groups.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children settle well in the Nursery because of good relationships with families and the wide range of exciting activities. The provision in the Reception Year lacks challenge for the most able, however, and has not been sufficiently well structured to ensure all pupils can make good or better progress. Consequently, children make satisfactory progress overall and they move into Year 1 with a relatively low level of skills in most areas with the exception of their personal and social development. Support for vulnerable children is of high quality and partnerships with parents, carers and external agencies are used well to provide specialist help when needed. Children are safe, happy and get along well with one another. The very recent improvements to the curriculum in the Reception Year are adding excitement and creating a wealth of opportunities to stimulate children's learning. They enjoy musical activities, arts and crafts and drama. Children are well taught and all adults model language particularly well.

The leadership and management of the Early Years Foundation Stage is satisfactory, with sound capacity to improve further. The recent change in leadership has resulted in a

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

strengthening of the way children's assessments are carried out. They are thorough and detailed in the Nursery, and improving in the Reception class, enabling staff to plan accurately for the next steps in children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The number of parents and carers returning questionnaires was low. Those returned indicated that parents and carers are concerned about the quality of communication with the school and the level of turnover of staff in recent years. Through further discussions, inspectors understood that many of the concerns raised related to the past. However, the school agrees that it must widen participation in the Parents' Council so that all groups feel involved.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shacklewell 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 completed 84 questionnaires by the end of the on-site inspection. In total, there are 392 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	40	40	49	7	9	0	0
The school keeps my child safe	21	26	50	62	10	12	0	0
My school informs me about my child's progress	15	19	35	43	16	20	8	10
My child is making enough progress at this school	13	16	40	49	17	21	3	4
The teaching is good at this school	22	27	32	40	12	15	4	5
The school helps me to support my child's learning	13	16	42	52	18	22	5	6
The school helps my child to have a healthy lifestyle	21	26	35	43	18	22	1	1
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)	9	11	28	35	19	23	7	9
The school meets my child's particular needs	9	11	35	42	19	23	9	11
The school deals effectively with unacceptable behaviour	15	19	34	42	17	21	3	4
The school takes account of my suggestions and concerns	8	10	38	47	17	21	13	16
The school is led and managed effectively	13	16	26	32	15	19	16	20
Overall, I am happy with my child's experience at this school	14	17	39	48	14	17	11	14

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



18 March 2011

Dear Pupils

Inspection of Shacklewell Primary School, London E8 2EA

Thank you for your warm welcome to us when we visited your school recently. We really enjoyed observing how you are getting on, visiting lessons and talking with you. We found that you mostly behaved sensibly and were keen to learn. Your teachers have worked really hard to improve the quality of education they provide for you. You make satisfactory progress in your learning but your rates of progress are getting faster and standards are beginning to rise. You attend regularly and your behaviour is satisfactory. You enjoy school and told us you feel safe at school. The school provides you with a wide range of extra activities.

We have asked the staff to do a number of things to help your school become even better.

- We want them to communicate and work more closely with your parents and carers so that they can be more involved in the school to help you enjoy school and learn even more.
- The school recognise that they need to work hard to continue to improve teaching and learning so that you all make better progress and improve the standards you achieve. We especially want them to help you to do as well as possible in English and mathematics. We want your teachers to give you more opportunities develop your literacy and numeracy skills in other subjects and too challenge you in all lessons.
- Teachers will also look at the programme in the Reception class to make sure all children have activities that match their needs.

We hope you will keep up your regular attendance and work even harder in order that Shacklewell School becomes an even better place for learning.

We wish you every success.

Yours sincerely

Samuel Ofori-Kyereh Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.