

Shaw Primary School

Inspection report

Unique Reference Number	115058
Local Authority	Thurrock
Inspection number	378991
Inspection dates	5–6 December 2011
Reporting inspector	Kathy Hooper

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	377
Appropriate authority	The governing body
Chair	Debbie Stump
Headteacher	Dawn Copping
Date of previous school inspection	11 November 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taken by 13 teachers. They also observed the work of support staff in a range of intervention sessions. They held meetings with groups of pupils, governors, and staff. They observed the school's work, and looked at analyses of data, records of pupils' progress, planning documents, and minutes of meetings. They scrutinised 64 questionnaires from parents and carers, 97 from pupils and 17 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Have there been improvements in pupils' reading and writing, especially for girls and boys, and those entitled to free school meals, to match those in mathematics?
- Is the school doing all it can to improve the attendance of the most vulnerable pupils?
- How successful is teachers' use of assessment in promoting pupils' progress and enabling them to share responsibility for their own learning?
- What impact has the new management team had on teachers' practice and pupils' outcomes?
- Does inspection evidence support the school's self-evaluation of good outcomes in the Early Years Foundation Stage?

Information about the school

In this larger-than-average primary school, most of the pupils are White British. The proportion of pupils with English as an additional language is lower than average. The proportion of pupils known to be entitled to free school meals is twice the national average. There is a higher-than-average number of pupils with special educational needs and/or difficulties, and there are five looked after children. After one year in an acting capacity, the post of headteacher was made substantive at the beginning of the current academic year. The school is part of a soft collaboration with a neighbouring primary school. There is a breakfast club and a range of after-school clubs. The school has a number of awards. It has achieved Investors' in People, Healthy Schools, and the Quality Mark for Inclusion.

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. There is high morale among staff and pupils are proud to belong to the school community. One parent commented that 'the school has really improved over the last year with the appointment of the headteacher and deputy head.... The changes are obvious already.' From very low starting points when they enter school, children make good progress by the end of Early Years Foundation Stage, though their attainment remains below average. Pupils continue to make good progress throughout school and, at the end of Key Stage 2, their attainment is broadly average. It is better in mathematics than in English due to pupils' relatively weaker literacy skills. Pupils who have special educational needs and/or disabilities make good progress. All groups of pupils represented in the school, including boys and girls, those entitled to free school meals and those with minority ethnic heritage, achieve well.

Pupils thoroughly enjoy school. One parent/carer commented that her child would 'come at the weekends if he could'. Pupils feel extremely safe and have a good understanding of how to keep themselves and others safe. Behaviour is good in lessons, pupils are cooperative and there is a busy and harmonious ethos throughout the school. Pupils make good contributions to the school community. Attendance is average. Some classes achieve very high levels of attendance, but despite the school's best efforts, the poor attendance of some pupils limits their achievement and compromises their capacity for future well-being.

Pupils are very anxious to learn in lessons and persevere well because the curriculum is relevant and they are well supported. In the best lessons, pupils of all abilities make rapid progress because they understand the relevance of the learning, and have a clear understanding of what to do and how to do it. In some lessons, opportunities are missed to check all pupils' understanding and to tailor future planning accordingly. Marking in pupils' books often helps pupils to understand next steps and how to improve, but this is not always the case. The curriculum is integrated and relevant and very well-augmented by exciting and over-subscribed extra-curricular activities. Nevertheless, the policy on literacy does not provide a sufficiently clear framework to support teachers. Pupils' progress is carefully monitored and gaps in their learning are promptly addressed through well-selected interventions. Pupils' individual needs are sensitively met through a good range of outside agencies. Excellent provision for family learning helps pupils and their families to deal with issues such as conflict management.

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Good leadership and management by the headteacher and deputy headteacher have led to a rapid improvement in outcomes for pupils. Excellent analysis of data and good monitoring of provision have led to an accurate identification of priorities. The school has, therefore, good capacity for improvement. The new appointments made recently have strengthened the school's leadership team but their monitoring role is not yet fully developed. The governing body has a strategic approach and supports and challenges the school well. Safeguarding procedures are very well understood and executed at all levels. Although links with parents and carers have been improved, some parents and carers are not fully aware of the limits placed on children's achievement by their non-attendance. The school's plans for promoting community cohesion are, as yet, not fully implemented.

What does the school need to do to improve further?

- Improve achievement for all pupils by
 - developing a more structured approach to literacy across the curriculum
 - ensuring that learning is thoroughly checked and reinforced in all lessons so that pupils understand how to improve their work
 - ensuring marking helps pupils understand how to improve their work.

- Improve the leadership and management by
 - developing the monitoring role of middle managers
 - supporting parents and carers to reduce their children's persistent absence

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

Outcomes across the school are good. By the end of Key Stage 2, although attainment is just below the national average in English, it is above in mathematics. Year 6 middle-ability pupils worked confidently when finding increasing and decreasing percentages related to sale prices and discounts. More-able pupils were well-challenged to calculate more complex percentages. Outcomes in English have improved due to better support for pupils' reading and writing, but strategies for developing pupils' literacy across the curriculum are not always consistent. The gap between the progress of girls and boys, and that of underperforming pupils who are known to be entitled to free school meals, has significantly reduced. Pupils from minority ethnic groups achieve at least as well as others. Those with English as an additional language often perform at a higher level than their peers. Looked after children and pupils with special educational needs and/or disabilities achieve as well as others. Key workers assigned to wheelchair pupils and teaching assistants supporting pupils with other special educational needs use questioning skilfully to ensure that pupils understand.

Pupils' personal development is good because their individual needs are well addressed and high expectations of their behaviour are reinforced by staff and by pupils who are identified as 'good role models'. Exclusions have been significantly reduced and there is a harmonious and purposeful learning environment throughout

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the school. Pupils display high levels of acceptance of differences. One pupil commented that differences were much less important than ‘whether they were nice or not’. Pupils are very proud to belong to the school. Year 6 pupils were articulate and passionate when engaged in a class discussion regarding ways of improving the school and the charities they would like to support.

These are the grades for pupils’ outcomes

Pupils’ achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils’ attainment ¹	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
The extent to which pupils feel safe	2
Pupils’ behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2

How effective is the provision?

The quality of teaching is, overall, good. In the best lessons, teachers build on what pupils already know, and systematically address misconceptions as they arise. As a result, pupils become confident learners able to take responsibility for their own learning. They are involved in discussing ways in which they will know they are successful, and the teacher has a clear understanding of what the learning outcomes will be for different pupils. The talk between pupils is well-focused and purposeful. The teacher ensures that learning is thoroughly reinforced, providing appropriate support for less-able pupils and extending the more-able pupils. In some lessons, the teachers’ planning describes different activities for different groups of pupils, but does not identify measurable learning outcomes. While each pupil’s progress is regularly checked, some opportunities are missed to assess and reinforce all pupils’ learning throughout lessons, and through marking.

The curriculum is well-integrated and planned to appeal to pupils’ interests while extending their aspirations. After-school clubs are always over-subscribed and the majority of pupils attend them regularly. Recent improvements in strategies to

¹ 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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improve pupils’ reading and writing are clearly paying dividends, but the focus on developing literacy is not always sufficiently strong across the curriculum. Pupils acknowledge the high levels of care and support provided by the school. Parents appreciate the support of staff through intervention strategies to improve literacy and numeracy. Attention to pupils’ physical needs, for example, by providing breakfast before school starts, or working with pupils’ physical disabilities through appropriate exercise, helps to ensure that all pupils thrive.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management are good. Outcomes for pupils improve year-on-year because of thorough and accurate monitoring by the leadership team and the determined support of all staff and the governing body. The governing body has a good understanding of the school’s strengths and areas for development and their strategic role in supporting developments. Their action plan reflects the school’s priorities and they have adjusted their meeting cycle to better monitor progress. Monitoring of lessons by the new senior management team is at an early stage of development, and the policy for literacy is insufficiently detailed to support teachers. Nevertheless, targets for the school have been exceeded and priorities are well-focused on raising achievement for all pupils. The emphasis placed on rapid improvements in outcomes and provision for pupils has limited opportunities for developing community cohesion in the wider community, including links with minority ethnic groups. This gap has been identified by the leadership team. Whole school planning is in place to extend the multi-cultural awareness of pupils, and support community cohesion, through a range of initiatives with communities beyond the school. The soft collaboration with the neighbouring school has enabled both schools to share their good practice. Safeguarding procedures are exceptionally rigorous and staff and governors at all levels have high levels of awareness due to regular training. Although partnerships with parents and carers have been much improved, there is still some way to go to encourage all of them to feel confident about approaching the school regarding their children’s learning. While the majority of parents and carers ensure their children’s regular attendance, some of them are less aware of the impact of poor attendance on their child’s future chances in life. The school’s incisive analysis of progress for individual pupils coupled with good care support and guidance ensure good outcomes for pupils and indicate that it promotes equality of opportunity well.

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These are the grades for leadership and management

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

Early Years Foundation Stage

Outcomes for children are good. On entry, children have very low levels of language and personal, social and emotional skills. They make good progress to reach just below national expectations at the end of Reception. A parent of one child who started in the nursery and is now in Reception commented ‘She loves school and loves all her teachers.’ Children make particularly good progress in their physical and personal skills, and their knowledge and understanding of the world. They make a good beginning to school learning routines and conventions, and hugely enjoy the many and varied activities provided.

Provision is rich and varied and activities hold children’s attention well. There is a good combination of child and adult-initiated learning. Assessments are good. Individual progress is tracked in detail and assessments are accurate. As a result, planning is well matched to children’s individual needs and abilities, and takes account of their responses. The newly appointed coordinator has already had an impact on provision. She has a good understanding of strengths and areas for development within the Early Years Foundation Stage, but the actions have yet to be embedded.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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Views of parents and carers

Although parents' and carers' responses were overall positive, the response rate was low. Concerns were expressed regarding pupils' behaviour and feedback about their children's progress. These parents and carers had some concerns about the amount of progress made by their children, homework, and the extent to which the school met their children's needs. Their concerns were shared with the headteacher and her deputy.

The inspection team found that behaviour is good, although there are some pupils who have special needs related to their ability to control their own behaviour. They found inconsistencies in assessment of pupils' progress in lessons. The school is making good improvements in its links with parents and carers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shaw 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 377 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	61	23	36	2	3	0	0
The school keeps my child safe	32	50	28	44	3	5	1	2
The school informs me about my child’s progress	25	39	30	47	8	13	1	2
My child is making enough progress at this school	26	41	27	42	7	11	2	3
The teaching is good at this school	34	53	20	31	8	13	0	0
The school helps me to support my child’s learning	26	41	32	50	6	9	0	0
The school helps my child to have a healthy lifestyle	31	48	28	44	3	5	1	2
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)	23	36	35	55	3	5	0	0
The school meets my child’s particular needs	24	38	29	45	5	8	4	6
The school deals effectively with unacceptable behaviour	31	48	20	31	8	13	4	6
The school takes account of my suggestions and concerns	23	36	30	47	4	6	3	5
The school is led and managed effectively	31	48	26	41	3	5	2	3
Overall, I am happy with my child’s experience at this school	32	50	22	34	8	13	2	3

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 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 2010/11 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.



7 December 2011

Dear Pupils

Inspection of Shaw Primary School, South Ockendon, RM15 5QJ

Thank you for making us so welcome when we visited your school this week. It was a pleasure to see how proud you are of the school. You demonstrated this through your good behaviour and your concern for others. You work really hard in lessons, especially when the activities are fun. We particularly enjoyed talking to you about your experiences of school, what you like and don't like and how you think your school could be better.

We found your school to be a good one. You are doing well in mathematics and you are trying very hard to improve your English. It was good to see so many of you choosing to read books, particularly those of you who were enjoying reading storybooks. We were impressed by those of you who are good 'role models', and who support other pupils in lessons and in the playground. It was good to see your involvement in improving the school through the school council. We saw very good relationships between you and between you and the staff.

In order to make your school even better, we have asked the headteacher and staff to do these things to help you make even better progress in your learning.

- Ensure that you all develop good reading writing, speaking and listening skills.
- Check that everyone has made good progress in each lesson.
- Work together to make sure that every one of you makes good progress in every lesson.
- Work with your parents and/or carers to improve your attendance.

You can help them by

- telling teachers when you do not understand
- thinking about what you have learned and what you need to do next
- making sure you come to school every day unless you are ill.

Yours sincerely

Kathy Hooper
Lead inspector

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