

Shaw Cross Infant and Nursery School

Inspection report

Unique Reference Number	107608
Local authority	Kirklees
Inspection number	377613
Inspection dates	16–17 May 2012
Lead inspector	Elaine Murray HMI

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Patricia Child
Headteacher	Janet Drury
Date of previous school inspection	13 June 2007
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Introduction

Inspection team

Elaine Murray
Peter Marsh
Melvyn Hemmings

Her Majesty's Inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 20 lessons taught by seven teachers. Meetings were held with parents, carers and pupils, representatives of the governing body and a wide range of staff. Inspectors observed the school's work and looked at a wide range of documentation including self-evaluation documents, development plans and safeguarding documents. Inspectors also heard a small number of children read individually. Inspectors' scrutinised 128 questionnaires returned by parents and carers as well as those returned by staff and pupils.

Information about the school

This is an average-sized infant and nursery school. Most pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. There is one Nursery class and two classes for each year group in Reception and Key Stage 1. The headteacher has recently been appointed, having held the post of acting headteacher for the previous two years. The school provides breakfast and lunchtime care. The school holds Gold Healthy School status and the Activemark for its achievements in physical education.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. The school has a strong focus on providing high-quality care for pupils and developing their well-being. Pupils and their parents and carers overwhelmingly agree that the school has a happy, caring environment. One parent commented typically that, 'We're like one big family'. The school is not outstanding because teaching is not yet ensuring that pupils make consistently outstanding gains in their learning in lessons or over time.
- Achievement is good. From often low starting points attainment is significantly above average in all subjects in most years at the end of Key Stage 1. Pupils make good progress in writing and mathematics, and more rapid progress in reading. Boys make better progress than girls in mathematics, with more boys attaining the higher levels.
- Teaching is consistently good, with some examples of outstanding teaching.
- Pupils' behaviour and safety are outstanding. Pupils show exemplary behaviour in lessons and around school, and this makes an exceptional contribution to their good achievement.
- The leadership and management of the school are good. Robust procedures for monitoring the quality of teaching ensure that teaching is consistently good and sometimes outstanding. Subject leadership is developing and is beginning to show impact on pupils' achievement. At present it does not make the best possible contribution to the further improvement of teaching and the curriculum. The school has established a highly positive partnership with parents and carers. They feel extremely well-informed and valued and respected as partners. They typically comment that, 'Shaw Cross is a wonderful school with dedicated, inspirational and caring staff'. This partnership has a positive impact on pupils' good achievement.

What does the school need to do to improve further?

- Develop the role of middle leaders to enhance the quality of teaching and the curriculum in order to further accelerate pupils' progress.

- Further promote girls' attainment at the higher levels in mathematics by ensuring that teaching and the curriculum are consistently matched to their needs.

Main Report

Achievement of pupils

Children begin school with skills and abilities that are not as well developed as expected for their age, particularly in communication, language and literacy, although skills levels in mathematics are broadly in line with expectations for their age. Children in the Early Years Foundation Stage make good progress and most leave the Reception class with skills levels in line with those expected for their age. They continue to make good progress in mathematics and writing, and rapid progress in reading, and in most years attain significantly above other pupils nationally by the end of Key Stage 1. In most years the number of pupils attaining the higher levels in reading is significantly above average. Boys make better progress in mathematics than girls, with a higher proportion attaining the higher levels in mathematics in recent years.

The very large majority of parents and carers who responded to the inspection questionnaire agreed that their children are making good progress at this school. Pupils are very motivated and engage well in their learning. Pupils have very positive relationships with staff and each other. They show good skills of confidence and independence. For example, in a Year 2 lesson pupils worked with sustained concentration and independence to research where in the world various foods came from and how many miles they travelled to reach the United Kingdom. In a Year 1 lesson pupils confidently explained how they conducted a survey independently and were then applying that knowledge to complete a bar chart of their findings.

Boys and girls show an enthusiasm for books and a keen interest in reading. They make excellent progress because of the emphasis on promoting a love of reading and books and the development of reading skills. Those pupils who are not yet reading with confidence are able to use their knowledge of the sounds that groups of letters represent to read unfamiliar words.

Disabled pupils and those who have special educational needs are well supported in lessons. Interventions and work set in lessons are well matched to their needs. As a result, most are making progress in line with their peers. Those pupils who are known to be eligible for free school meals do not always attain in line with their peers, but the school has recognised this and put interventions in place which have resulted in improvements to achievement and can demonstrate that it is narrowing the gap.

Quality of teaching

The very large majority of parents and carers who responded to the inspection questionnaire agreed that their children are well taught, and this view is supported by inspection evidence. Teaching promotes high-quality, nurturing relationships with pupils. As a result, pupils show a good level of self-confidence and clearly enjoy their time in school. In the Early Years Foundation Stage children's learning is effectively promoted through good

use of a well-organised, stimulating learning environment. Children enjoy problem solving in the outdoor area as they discover how to make objects slide down plastic tubing using water. In the Reception class more-able children are challenged to extend repeating patterns using laptop computers. In Years 1 and 2, in the best lessons, tasks are extremely well matched to pupils' needs and abilities and pupils are challenged to make rapid progress. Varied and interesting teaching strategies ensure that pupils are highly motivated and engaged in their learning. For example, in a Year 1 session about letter sounds pupils showed keen excitement and interest as they played a 'bingo' game to reinforce and extend their understanding. In most lessons children are given clear explanations and are effectively questioned to develop their learning. In a small minority of lessons tasks are not as effectively matched to pupils' abilities and the learning of more-able pupils is not fully extended.

Teaching assistants provided effective support in lessons, particularly to those who have special educational needs. Adults who provide individual support for pupils carefully tailor tasks to their very specific needs. Homework is well matched to pupils' needs and abilities and is used well to promote learning.

Behaviour and safety of pupils

The large majority of parents and carers who responded to the inspection questionnaire agreed that there is a good standard of behaviour at the school, and almost all agreed that their child feels safe in school. Pupils' behaviour is exemplary and they make an exceptional contribution to their own learning. Scrutiny of behavioural records and discussions demonstrate that pupils' excellent standard of behaviour has been sustained since the previous inspection. Pupils are polite and courteous. They work and play together harmoniously and display a clear understanding of the school's positive approach to managing behaviour. Pupils are excited to get a 'jewel' which is placed in a jar for a class reward, or a sticker or certificate rewarding positive behaviour. Very rare incidences of inappropriate behaviour are skilfully managed and used to ensure that pupils learn to manage their own behaviour well. The school manages the behaviour of a small number of pupils with behavioural, emotional and social difficulties very well. Committed and effective adult support minimises disruption to learning. This approach has a positive impact on the progress pupils make.

Pupils explain confidently how they know they are safe in school. Excellent relationships between pupils and staff contribute to pupils' clear sense of security and belonging in school. Children who attend the breakfast and lunchtime clubs are secure in their environment and behave extremely well. Older pupils show a good understanding of what the term bullying means and report that there are few, if any, instances in school and that these would be swiftly dealt with by staff. Attendance is above average and pupils are punctual. Parents and carers report that their children enjoy coming to school so much that they are reluctant to miss any days through illness.

Leadership and management

The headteacher and senior staff have maintained the school's good performance over several years. Working closely with the governing body, they are committed to driving the school forward through a series of key priorities for improvements. Since the previous inspection improvements have been made to information and communication technology provision, with the result that this is well integrated in learning and pupils are making good

progress. A focus on the development of pupils' reading has had a positive impact on achievement. The governing body consistently holds the school to account for its performance and is proactive in providing a high level of challenge and support. The governing body and school leaders fulfil their statutory duties to safeguard pupils and tackle any discrimination rigorously. Equality of opportunity is well promoted. Pupils' progress is closely monitored and, in most cases, any gaps in achievement identified and acted upon through timely interventions.

The quality of teaching is effectively monitored and areas for improvement identified. Those members of staff who are new to teaching are very well supported and given good opportunities for professional development. Changes to senior management in the last two years have led to the establishment of new subject leaders. The leadership recognise that these are roles to be developed in order for them to have the best possible impact on improving teaching and the curriculum.

The curriculum is varied, stimulating and provides a wealth of experiences through which learning is effectively promoted. Pupils enjoy 'independent learning day' when they are able to apply their skills in a range of contexts, for example in carrying out research using net books. The Early Years Foundation Stage provides a stimulating environment, with well-planned activities for children to choose from. The curriculum effectively promotes pupils' spiritual and cultural development. Pupils' social and moral development is a particular strength and is demonstrated in their exemplary behaviour and relationships. The curriculum is well designed to follow pupils' interests but has greater impact on boys' progress and attainment at the higher levels in mathematics than girls'.

The school works highly effectively with parents and carers, who praise the level of communication they have with the school and the extent to which they are involved in promoting their children's learning. This strong partnership contributes well to pupils' good level of achievement.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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 May 2012

Dear Pupils

Inspection of Shaw Cross Infant and Nursery School, Dewsbury, WF12 7HP

Thank you very much for making the inspectors so welcome when we visited your school recently. We enjoyed talking to you and listening to your ideas. Thank you for reading to us and for talking about your work and what it is like to be a pupil at your school. This letter is to tell you what we found out.

There are many things we like about your school:

- your school is a good one, and your headteacher and staff are working well together to make sure it keeps improving
- you get on very well with each other and with the adults in your school
- you behave extremely well in lessons and around the school
- teaching is good overall and some lessons are outstanding
- you feel very safe in school and trust adults to help you if you need it
- your parents and carers are very happy with the school and say that they are very pleased with how well you are learning.

These are the things we have asked the school to do to make it even better:

- make sure that adults who help the headteacher to lead the school help to make teaching and your learning even better
- help girls to do even better in mathematics.

Yours sincerely

Elaine Murray
Her Majesty's Inspector

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