

# Shavington High School

Rope Lane, Shavington, Crewe, Cheshire, CW2 5DH

**Inspection dates** 14–15 November 2012

| <b>Overall effectiveness</b>   | Previous inspection: | Satisfactory                | 3        |
|--------------------------------|----------------------|-----------------------------|----------|
|                                | This inspection:     | <b>Requires improvement</b> | <b>3</b> |
| Achievement of pupils          |                      | Good                        | 2        |
| Quality of teaching            |                      | Requires improvement        | 3        |
| Behaviour and safety of pupils |                      | Good                        | 2        |
| Leadership and management      |                      | Good                        | 2        |

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- There is too much variation in the quality of teaching and not enough of it is good. This variation is preventing students from making the highest levels of progress and gaining the best results in examinations.
- Teachers do not always mark work well enough and the written and spoken comments they make do not always give students a clear idea of how to improve.
- Teachers do not always make sure that work is presented neatly and clearly and that students take pride in their work.

### The school has the following strengths

- The headteacher and senior staff provide determined leadership that has led to clear improvements in students' achievement, attendance, behaviour and in the appearance of the school.
- The achievement of students is good. Standards and progress have improved overall and continue to do so.
- Staff and students are enthusiastic about the improvements being made to the school.
- Students behave well, say that they feel safe and well cared for and are confident that any bullying will be tackled quickly.

## Information about this inspection

- The inspectors observed 25 lessons or parts of lessons across Key Stages 3 and 4. Two lessons were observed jointly with members of the senior leadership team. The inspectors also listened to students reading and looked at a range of books to assess the quality of marking.
- Formal meetings were held with the headteacher, members of the senior and middle leadership teams, teachers, a group of students, the Chair of the Governing Body and a representative of the local authority. In addition, inspectors spoke to students and staff in lessons, during breaks, lunchtimes and before and after school.
- The inspectors examined a range of documents, including information about students' progress, the school's self-evaluation and future plans, as well as the arrangements for ensuring that students are protected and safe.
- Account was taken of 44 responses to the on-line questionnaire (Parent View) and to the school's own surveys of the opinions of staff and parents. The inspectors also read a number of letters and emails from parents.

## Inspection team

|                             |                         |
|-----------------------------|-------------------------|
| Aelwyn Pugh, Lead inspector | Her Majesty's Inspector |
| Susan Wareing               | Her Majesty's Inspector |
| Jane Holmes                 | Additional Inspector    |
| Janet Peckett               | Additional Inspector    |

## Full report

### Information about this school

- This is a smaller than average size secondary school. It is a Cooperative Trust school with Science and Mathematics Specialist College status.
- The very large majority of students are of White British backgrounds and very few have English as an additional language.
- The proportion of students known to be eligible for extra government funding through the 'pupil premium' is well below average across the country.
- The proportions of pupils who receive extra help at school action or school action plus or who have a statement of special educational needs are average.
- The school holds the following awards: Artsmark, Inclusion Quality Mark, Investors in Careers. It is also a Dyslexia Friendly school.
- Ten students attend the local college for part of their vocational option courses.
- The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress.

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

- Improve the quality of teaching so that it is good or better in all lessons by:
  - making sure that all students receive regular, high quality feedback which gives them very clear advice on how to improve their work
  - making careful use of questions to check on students' understanding, to help them clarify their thoughts and to encourage them to develop their ideas further
  - ensuring that lessons are well-planned and challenging, so that all students make good progress and do not waste time chatting
  - ensuring that students' work is always of a high standard and well presented
  - using the high quality teaching that is developing in some parts of the school as a model for those teachers who need to improve further.

## Inspection judgements

### The achievement of pupils is good

- Most students enter the school at standards that are broadly average. When they leave in Year 11, their examination results are above national averages. Overall, performance has risen over the last three years. The rigorous analysis conducted by the school and findings during the inspection show that it continues to improve.
- Trends over time show that most students make at least the progress expected of them. This is partly because of some good teaching. It also results from the motivation of students who want to succeed. Because of variations in the quality of teaching, students do not consistently exceed expectations in all subjects. In English, all groups of students make at least average progress, with middle and high ability students making above average progress. In mathematics, overall progress is at least in line with the average but the progress made by the high ability students has tended to vary year on year. In 2012, students' progress and results in this subject improved.
- Information held by the school shows that students currently in Years 10 and 11 are making good progress and are on target to achieve further improved results in the 2013 examinations. These improvements are the result of the rigorous actions taken by senior leaders.
- Results for 2012 show that students who received extra government funding through the pupil premium made better than average progress in science, English and mathematics. This was the result of the additional support they received, including individual tuition and the provision of places to study before and after school.
- Similar additional provision is made for low ability students and those with special educational needs. As a result, they make similar progress to others of their age.
- The policy of entering some students for English GCSE in Year 10 has proved an incentive for them. It has enabled them to compare their performance with their targets and aim for higher levels the following year. More-able Year 11 students have also been challenged further by being entered for an A/S qualification in archaeology.
- The very large majority of parents who responded to the on-line questionnaire and the survey conducted by the school thought that their children were making good progress.

### The quality of teaching requires improvement

- The quality of teaching seen by inspectors matched that seen by senior managers in their regular lesson observations. About 60% of it was good or better but there were considerable variations within and between subjects. In two subjects, for example, the quality of teaching ranged from good to inadequate. The school's own self-evaluation agreed with the inspectors' view that teaching across subjects is not yet consistently good.
- Information gathered by the school shows that the quality of teaching is improving. However, in the lessons seen, teachers were not always setting work that was sufficiently challenging and demanding for the most able students. Therefore, the improvements in achievement are happening, in some cases, as a result of the students' own motivation rather than the teaching provided. This was seen, for example, in mathematics.
- Specific methods introduced to support improvement, such as setting students targets are not consistently applied across all subjects. A clear exception is the English department where the shared purpose and common approach of teachers have helped students make rapid progress.
- The best lessons seen included a wide variety of activities, matched to students' individual needs. Teachers made skilful use of questioning to help students clarify and develop their ideas. They had clear plans but adapted these in response to students' comments, questions and ideas. As a result, students gained a deeper understanding of what they were learning.
- In too many lessons, however, teachers kept too rigidly to their plans. They moved on to the next point regardless of whether the students had grasped what was being taught. The teachers

talked too much and did not use careful questioning to encourage students to think for themselves. Some lessons lacked pace, so that the students lost interest, started chatting and their progress slowed.

- Marking of students' work is variable. Often, teachers' comments do not give a clear idea of how students can improve their work. The school places considerable emphasis on encouraging students to assess each other's work. In physical education, this approach was used well. In other subjects, it was less successful because the teachers did not give enough guidance on what to do.
- Teachers do not always demand enough of students in terms of the way they present their work. Some of the science folders seen, for example, were scruffy and untidy.
- The variance in the quality of teaching across the school is a major factor in preventing the students' progress and attainment in examinations being even higher.

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

- Students' behaviour during breaks, lunchtimes and before and after school is good. Staff and students treat each other with courtesy and respect and are very welcoming to visitors.
- Staff are very positive about the improvements in behaviour under the leadership of the headteacher. Students say that there is still some inconsistency in lessons because of the differing expectations of teachers and in the quality of teaching. However, their learning is rarely disrupted by poor behaviour.
- In their questionnaire responses, the very large majority of the parents agreed that behaviour in the school was managed well and that bullying was dealt with effectively.
- The school complies with safeguarding regulations. Students, including the most vulnerable, say that they feel safe at school. They are confident that bullying will always be dealt with effectively. They are very clear about the various forms of bullying and can give specific examples of how their understanding has been raised in assemblies and particular lessons.
- There have been reductions in the number of students excluded and the number excluded more than once. Rates are now in line with national averages. Students with particular problems are given appropriate support which has helped improve their behaviour.
- Attendance across the school has risen dramatically over the last year and is now good. Persistent absence has also been reduced significantly. The school monitors the attendance of boys and those needing extra help very carefully. The school has effective systems for monitoring the attendance, behaviour and safety of the small number of students who pursue part of their courses at the local college.

### **The leadership and management are good**

- The headteacher and her leadership team have high ambitions for the school. Their decisive actions have led to some clear improvements in achievement, attendance, behaviour and the school environment. A long-standing member of staff referred to the 'sea-change' that has taken place since the current headteacher came into post; an opinion that was echoed by the students who spoke to inspectors. However, the drive to improve teaching has not yet been completed.
- Middle leaders are receiving good support and training in their roles. Departmental development plans have clear priorities based on a careful analysis of past and current performance. However, not all include precise timescales and measures of success for the actions proposed. This hinders the rate at which departments develop and function and the speed with which the quality of teaching is improving across subjects.
- Rigorous checks are made on the quality of teaching and the information gathered is making a crucial contribution to the management of teachers' performance. The training provided for them has led to improvements but there is still further work to be done to ensure all teaching is consistently good or better.

- The school provides a broad and balanced range of subjects and a wide variety of extra activities. The renewed focus on literacy is encouraging students of all abilities to read more widely. Good support is provided for their spiritual, moral, social and cultural development. The impact of this is seen in students' attitudes, the quality of their art work and the range of their charitable activities. In an outstanding religious studies lesson, Year 9 students showed maturity and sensitivity in reflecting on the issue of teenage death and the origins of suffering.
- The school has received good support and advice from the local authority and other consultants.
- **The governance of the school:**
  - Governors make a strong contribution to the school's development. They share the drive for improvement and are closely involved in checking on the quality of teaching and the performance management of the headteacher and staff. They make good use of their financial expertise to ensure the viability of the school. They have made good use of extra pupil premium funding to provide a wide range of resources and opportunities to support students who are in danger of falling behind. They keep themselves well informed about the progress that those students and others in the school are making.

## 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> | 111420        |
| <b>Local authority</b>         | Cheshire East |
| <b>Inspection number</b>       | 401183        |

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

|  |                                   |
|--|-----------------------------------|
| <b>Type of school</b>                      | Secondary                         |
| <b>School category</b>                     | Co-operative Trust School         |
| <b>Age range of pupils</b>                 | 11–16                             |
| <b>Gender of pupils</b>                    | Mixed                             |
| <b>Number of pupils on the school roll</b> | 585                               |
| <b>Appropriate authority</b>               | The governing body                |
| <b>Chair</b>                               | Simon Bartholomew                 |
| <b>Headteacher</b>                         | Carol White                       |
| <b>Date of previous school inspection</b>  | 25 January 2010                   |
| <b>Telephone number</b>                    | 01270 685111                      |
| <b>Fax number</b>                          | 01270 661305                      |
| <b>Email address</b>                       | cwhite@shavington.cheshire.sch.uk |



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