

Shavington Primary School

Southbank Avenue, Shavington, Crewe, Cheshire, CW2 5BP

Inspection dates 24-25 April 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires Improvement	3
Achievement of pupils		Requires Improvement	3
Quality of teaching		Requires Improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires Improvement	3

Summary of key findings for parents and pupils

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

- Pupils' achievement is not good enough. Not enough pupils make good progress year on year in reading, writing and mathematics.
- The targets teachers set for pupils are not high enough in order to enable pupils to make good progress, particularly in Years 3 and 5.
- Resources in the outdoor environment are not being used sufficiently well to promote language and mathematical development in the Reception class.
- Pupils lack understanding of how different groups may be targets for bullying. They also lack knowledge and experience of different cultures in England.
- The school's view of itself is not accurate enough. Leaders, including governors, do not understand and use information on pupils' progress, when compared to national figures, well enough to judge the quality of teaching over time and other aspects of the school's work.
- Governors do not have a good enough understanding of the difference that the pupil premium funding can make to pupils' achievement in reading, writing and mathematics.
- Some parents do not agree that the school deals as effectively with bullying as it does with other aspects. This is reflected in the lower levels of satisfaction through the online survey, Parent View.

The school has the following strengths

- The proportion of pupils making expected progress is improving against the national picture.
- Pupils who are disabled or who have special educational needs, as well as pupils who benefit from the pupil premium, sometimes achieve better than others in the school.
- Teaching assistants are very effective in supporting learning in lessons.
- Pupils behave well, say they feel safe in school and enjoy coming to school.
- The school promotes strong knowledge and experience of cultures outside of the United Kingdom.
- The current acting headteacher, acting deputy headteacher and governors are ensuring that the school remains a happy and positive place to learn.
- Although, since the previous inspection when the school was judged outstanding, pupils' progress slowed, good training has resulted in teaching that is now good and increasingly outstanding.

Information about this inspection

- Inspectors observed 11 part-lessons.
- Inspectors listened to pupils read from different year groups.
- Inspectors took account of 45 responses to the online questionnaire (Parent View) and responses to a parental questionnaire recently carried out by the school.
- Meetings were held with two groups of pupils and inspectors spoke to pupils at break and lunch-time.
- Inspectors also held discussions with the Chair of the Governing Body, the vice chair, teachers and held a telephone discussion with a representative of the local authority.
- The inspectors observed the school’s work and looked at a number of documents, including the school’s own data on pupils’ current progress, documents relating to the school’s plans for improvement, its procedures for checking the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.
- Work in pupils’ books was checked by inspectors.

Inspection team

Clarice Nelson-Rowe, Lead inspector

Additional Inspector

Frances Farnworth

Additional Inspector

Full report

Information about this school

- This is smaller than the averaged-sized primary school.
- Most pupils are of White British heritage.
- A low proportion of pupils are supported by the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families.
- The proportion of pupils supported through school action is below average.
- The proportion supported at school action plus or with a statement of special educational needs is low.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- An acting headteacher and deputy headteacher were appointed in January 2013. A new headteacher takes up post in September 2013.

What does the school need to do to improve further?

- Raise achievement by:
 - ensuring teachers set and review more challenging targets for all pupils across the school, so as to promote higher levels of achievement, particularly in Years 3 and 5
 - improving teachers' understanding of pupils' progress, particularly with relation to the national picture of good progress
 - providing regular opportunities for pupils to show that they have understood teachers' comments in books, by improving work linked to the steps given by teachers
 - increasing the use of the outdoor environment in the Reception class to develop language and mathematical skills.
- Improving leadership and management, including governance, by:
 - improving the accuracy of leaders', including governors', views of the school's strengths and weaknesses, and what it needs to do to further improve, through sharpening its understanding of information on pupils' progress with relation to the national picture
 - ensuring that the school's judgements about the quality of teaching are linked to its impact on pupils' progress over time, not just in individual lessons
 - ensuring subject leaders monitor and improve consistency in high quality presentation of work in books across all subjects and particularly in Year 3
 - further improving pupils' good cultural development by increasing their knowledge and experience of different cultures in England
 - ensuring the curriculum widens pupils' understanding of the different ways that groups of people may suffer from bullying.
- An external review of governance should to be undertaken in order to assess how this aspect of leadership and management may be improved.
- Further improve parental satisfaction with the school by ensuring parents are given a clear and shared understanding of what bullying means and how the school deals with it.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils do not consistently make good progress over time. The vast majority of pupils start the school with the level of skill which is generally expected for their age, and leave at the end of Year 6 with standards that are broadly expected for their age in English and mathematics. This represents satisfactory progress rather than good.
- By the end of their time in the Reception class children generally make the progress expected of them. The indoor environment is stimulating and welcoming and relationships between staff and children are highly positive. The outdoor environment is used well to promote good physical development but not used well enough to develop children's language and mathematical skills. For example, adults miss opportunities to plan activities and to ask children questions to further develop such skills.
- The current progress that pupils in Year 6 have made from their starting points in Year 2 is only as expected in reading, writing and mathematics. This has been the case for the last two years but is now improving. When compared to national figures, the proportion of pupils who do better than expected is currently weak across all subjects and has been so previously in recent years.
- The school's own information on how pupils are doing across each year group in reading, writing and mathematics shows that pupils are not consistently making good progress. This is particularly the case in Year 3 and Year 5 across all subjects.
- Pupils who are disabled or who have special educational needs sometimes make better progress than others in reading and writing. This is partly because teaching assistants provide effective individual and classroom support.
- Pupils who benefit from the pupil premium funding generally make the same progress as other pupils in the school. Their levels of attainment when measured by the average points at the end of Year 6 shows that, last year, they were around a year behind all other pupils in the school. However, the gap is beginning to close and they are now reaching standards that are increasingly in line with all others. In 2012 they were above all other pupils in the expected standards in English. This demonstrates that the school is increasing its effectiveness in promoting equality in the achievement of groups of pupils.

The quality of teaching

requires improvement

- Teaching in previous years has not always been good due to the impact on achievement over time. However, recent training and development have resulted in most teaching being now good and some outstanding. In the main, teachers plan and cater well for the needs of all groups of pupils. However, teachers' expectations about the quality and level of work pupils should be producing across all subjects are not high enough, particularly in Years 3 and 5.
- Marking needs further improvement. Whilst teachers accurately point out what pupils do well and what they could improve on, pupils are not encouraged to show they have understood the comments through improvements to their work. As a result, marking does not impact enough on pupils' learning.
- Teaching assistants are particularly effective. They support all levels of ability well through good questioning to check pupils understand their work, reminding pupils of the lesson objectives and motivating less confident pupils through timely words of encouragement.
- Teachers show improving strength in promoting literacy skills. For example, in some lessons, teachers were seen promoting good handwriting skills which were reflected in pupils' work. However, the quality of presentation in books across year groups is not always good and is weakest in Year 3.
- Teachers are increasingly helping pupils to develop good mathematical skills. In lessons observed, pupils showed a good grasp of mathematical methods and could explain how to use them well.

- Pupils enjoy a wide range of subjects. The use and knowledge of key words is promoted well across the curriculum by teachers. For example, in a Year 1 science lesson pupils showed very good understanding and use of scientific language such as “germination” and “observation”.

The behaviour and safety of pupils

good

- Pupils behave well. They smile around the school and display a lot of happiness. They attend school well.
- Classrooms are calm and purposeful. Pupils say they feel safe. They get on well with adults in the school, who show them care and respect.
- Pupils show good enthusiasm for learning. They concentrate and work well with each other. Learning in class is rarely interrupted by poor behaviour. The school’s records on behaviour also indicate this.
- Pupils help to make the school a warm and happy place. They support each other well. For example, Year 6 pupils act as “buddies” by helping younger children in class, and prefects ensure pupils come into the school sensibly after break time. E-safety officers report anything suspicious appearing on the internet sites at school.
- The school provides good additional support for some pupils to develop their social skills and to promote friendship. Pupils benefit from intense support by adults to develop their confidence and self-esteem.
- Pupils are very proud of their strong international links. They enjoy a range of visits to countries such as France and Portugal as well as links further afield such as with Tanzania. However, their knowledge and experience of different cultures in England, including those in nearby cities, are limited.
- Pupils show good knowledge of what bullying means and some of the types and forms of bullying. However, they are not so secure in their understanding of prejudice based bullying, such as homophobic bullying. Most pupils report that bullying is not common and, when it does occur from time to time, it is dealt with well by staff.
- A very small proportion of parents who responded to the online survey, Parent View, were not so confident in the way the school deals with bullying. Some parents raised concerns by letter and when speaking to inspectors. Inspectors found that parents did not have a shared or clear view of what “bullying” meant. However, the vast majority of parents who spoke to inspectors were positive that the school dealt with it effectively.

The leadership and management

requires improvement

- The school’s view of itself lacks accuracy, rigour and awareness of how pupils’ achievement in the school compares with the national picture. This is because the school has been too focused on ensuring pupils reach their age related standards and not enough on ensuring pupils exceed this rate of progress. Consequently, pupils’ achievements have not been high enough. The school’s systems have not been robust enough to provide suitable information for planning initiatives to accelerate progress for all groups of pupils.
- The school was judged as outstanding in its previous inspection, which explains why the local authority has provided light touch support for the school. However, the school is aware that its overall effectiveness now needs improving because the rate of pupils’ progress is not fast enough.
- Good use has been made of educational consultants and subject leaders in the school to train teachers, so that teaching improves further in the school. This has now resulted in at least consistently good teaching standards throughout the school. However, it has not yet resulted in accelerating pupils’ achievement overall.
- The vast majority of parents are generally satisfied with most aspects of the school. Inspectors

spoke to a random sample of parents at the school and the vast majority were highly positive, particularly about the curriculum which they view as enriched with good trips abroad to promote their children's cultural development. Their positive views were also reflected in the school's most recent survey. However, a very small minority of parents raised concerns about their dissatisfaction with the school.

■ **The governance of the school:**

- The governance of the school requires improvement. This is because members of the governing body have a lack of understanding about information on pupils' progress and therefore do not effectively monitor the impact of the school's work on teaching and on pupils' achievement. While they know how much, and where the pupil premium funding is spent, they have limited knowledge of its impact. They are very aware of their training needs in this area. They ensure that teachers are managed well and only those who meet their targets are rewarded. They ensure that the school's finances are managed well and that safeguarding duties meet statutory requirements.
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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

Unique reference number	111215
Local authority	Cheshire East
Inspection number	412403

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Julian Goodier-Page
Headteacher	Rachael Nicholls
Date of previous school inspection	17 June 2008
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