

Shevington Vale Primary School

Runshaw Avenue, Appley Bridge, Wigan, Lancashire, WN6 9JP

Inspection dates

10–11 July 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Shevington Vale has improved since the last inspection and pupils thrive within a calm and purposeful learning environment.
- Leaders have an accurate view of the school's strengths and areas for development because of regular, meticulous and robust checks of the school's performance.
- Leaders have ensured that aspects of teaching have developed and improved. Teaching is good and some aspects are outstanding. Teachers have high expectations and provide stimulating activities for the pupils.
- Children get off to a good start in the Early Years Foundation Stage, particularly in their personal development. From individual starting points which are in line with those expected, pupils reach above-average levels by the end of Key Stage 2. This represents good progress.
- Pupils are proud of their school, behaviour is outstanding and they feel safe. They respect one another and are keen to help and take responsibility. There are high levels of mutual respect between pupils and staff.
- Governors are very supportive. They ask challenging questions, are regular visitors and are committed to further improvement. The governing body has, therefore, helped the school to improve.

It is not yet an outstanding school because

- There is not enough outstanding teaching.
- In a small number of lessons the tasks set for the pupils are not always precisely planned and matched to their individual levels of ability.
- Pupils do not have enough opportunity to work independently of their teachers.
- Teachers do not consistently provide pupils with information about how to improve their work and pupils have too few chances to respond or review their own work and that of their peers.
- Topic work does not provide enough opportunity for pupils to practise what they have been learning in mathematics and English lessons.

Information about this inspection

- The inspector observed teaching and learning in nine lessons. In addition, he observed the teaching of small groups of pupils receiving extra support for English and mathematics.
- The inspector spoke to groups of pupils and to parents as they brought their children to school in the morning. They took account of 24 responses from parents to the online (Parent View) survey.
- Meetings were held with five members of the governing body, staff and a representative from the local authority.
- The inspector looked at a number of documents, including those relating to child protection and safety, the school's monitoring of teaching and school improvement.
- The inspector heard four groups of pupils read and checked the school's assessments of pupils' progress in reading. He also looked at the school's tracking system showing pupils' progress in mathematics and English.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Full report

Information about this school

- Shevington Vale is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for pupils known to be eligible for free school meals, is below average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action and the proportion supported at school action plus or with a statement of special educational needs is below average.
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is lower than the national average as is that of pupils who speak English as an additional language.
- The school has a number of awards, including Healthy School Award and Wigan's Quality Standard for the Early Years Foundation Stage. The school also holds the Eco School bronze award and the Activemark for physical education.
- The school works as a federation in partnership with Millbrook Primary School, another local school, with which it shares an executive headteacher.
- A private provider offers childcare on site for children aged from two years to four years.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching from good to outstanding by:
 - ensuring teachers use what they know about the pupils' learning to help plan and adapt work that is specifically matched to individual pupils
 - providing more opportunities for the pupils to work independently of their teacher and take more responsibility for their own progress
 - teachers consistently providing pupils with guidance as to how to improve their work, and encouraging pupils to respond to this and evaluate their own work and that of their classmates
 - ensuring pupils have the opportunity to practise their reading, writing and mathematical skills in their topic work
 - providing more regular opportunities for teachers to share outstanding aspects of teaching across the school and by using the best practice in their partner school.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress throughout the school. By the end of Key Stage 2 they reach improving standards in reading and mathematics that are above the national averages. Standards in writing are also improving and are in line with, and increasingly above, the national average. The school is committed to ensuring achievement is raised further.
- Reading has a significantly high profile in the school and early reading skills are taught well. By Year 2 pupils use their understanding of letters and sounds to build unfamiliar words. Older pupils enjoy reading and understand its purpose as an essential life skill. They talk about books they have read and about how much they read during their lessons, including when doing research on the internet.
- During the inspection pupils were systematically taught how to break down words, practise spelling words and had opportunities to use these words in their writing. This ensured consistently good progress was being made in reading and writing.
- The small number of pupils who receive additional funding through the pupil premium, including those known to be eligible for free school meals, make the same progress as other pupils. In 2012 they did equally as well as other pupils in English and mathematics tests at Key Stage 2.
- The progress of disabled pupils, those who have special educational needs and the small number from minority ethnic groups and pupils who speak English as an additional language is consistent. An increasing number make good progress, particularly in reading and mathematics. Special programmes support pupils at risk of falling behind in their learning.
- While pupils are making good progress in reading, writing and mathematics, teachers do not provide enough opportunities for them to apply this learning in topic work and other subjects.

The quality of teaching is good

- Teaching has improved since the last inspection and is now good with some that is outstanding, resulting in pupils making good and sometimes outstanding progress. Teachers and pupils work well in partnership. Relationships are of a very high standard. Pupils know what is expected of them and are encouraged to improve by their teachers.
- Children in the Early Years Foundation Stage enjoy their learning and get off to a really good start. They quickly settle into lessons, learn to follow routines, are encouraged to choose their own activities and develop independence. They are well supported by their teacher, whose good knowledge of how young children learn enhances their progress. For example, in a lesson where the children were learning to develop their writing by using capital letters and full stops, the teacher was very skilful in supporting the children by showing them what they needed to do and ensuring they responded at a high level.
- In the best lessons teachers are very skilled in providing activities to enthuse and challenge pupils. For example, in the Year 1 class pupils used the theme of 'pirates' to help them explore and understand sharing of numbers. Pupils were excited, cooperated well and were able to sustain their concentration throughout the session, producing a high standard of work. The teacher very skilfully analysed the progress of pupils as the lesson unfurled and challenged them to improve their work even further.
- Teachers and teaching assistants use questions well to enable pupils to explain their answers to one another and to the teacher. This makes their understanding more secure.
- Pupils enjoy learning through themes or topics. Teachers look for connections between different subjects to make learning more interesting and meaningful. However, basic skills in reading, writing and mathematics are not always planned and taught sufficiently across a range of different subjects and, consequently, opportunities to further accelerate progress are missed.
- Teaching assistants are used very well to support individual pupils or small groups. They have a positive effect on pupils' learning, and support and help with their early literacy and numeracy

skills.

- Teachers support the development of pupils' literacy skills by using very-well-organised phonics sessions. Teachers have good subject knowledge and explain ideas clearly and confidently. This was evident in phonics and extra support classes for the pupils. The pupils were confident that the teacher could help them overcome any difficulties if they arose.
- In the best lessons teachers plan really well so that pupils learn rapidly because they are given work that matches their ability and they are finding out things for themselves. Occasionally, pupils find work too easy or too hard and some teachers do not always adapt the lessons to meet pupils' individual needs quickly enough. In a small number of lessons pupils are not given enough opportunities to learn on their own without the teacher and develop their own ideas and thinking by taking responsibility for their own progress.
- There are some very good examples of effective marking where teachers show pupils clearly how to improve their work, but this is not always the case. Pupils are not always given enough time to follow up advice and feedback. There are limited opportunities for pupils to evaluate their own work and that of their peers. The best practice in marking and feedback is not always shared with other staff.

The behaviour and safety of pupils are outstanding

- Pupils are extremely well-behaved, courteous and polite at all times. In lessons they show positive attitudes to the teacher, their learning and each other. This makes a strong contribution to the friendly and welcoming atmosphere that pervades the school.
- The older children are actively engaged in working with the school leaders to set standards and ensure behaviour is of the highest quality. This is exemplified and lived out by the pupils.
- The life of the school is enhanced by this willingness of pupils to take on responsibility, such as being a member of the school council. Members of the school council were very clear about their role to represent their friends. They work well with school leaders and are very excited about the opportunity to work in partnership with the governing body. They are committed to ensuring all pupils have a voice in how the school develops.
- The older children understand their responsibility to model good behaviour and safe practice. The 'playground leaders' show great maturity in their role to ensure that younger children are looked after on the playground and around school. Pupils are very caring of each other and this was evident at lunchtime where children helped their teachers in the dining hall, shared conversations with each other and moved about totally independently. Pupils enjoy playtimes which are very happy and secure for all.
- They know about different kinds of bullying, such as physical bullying and name-calling, and say such instances are rare. Pupils have worked hard to ensure that any new member of the school community is made to feel welcome, secure and happy. A small number of children who have recently joined the school spoke with great affection as to how welcomed they felt when first arriving.
- Pupils have a good understanding of how to keep themselves and others safe. This is promoted effectively by the curriculum, through which they learn about how to react if approached by a stranger and the dangers associated with roads, railways and water. They are confident that any issues they raise will be dealt with promptly and effectively by the school.
- Pupils enjoy coming to school and this is reflected in comments such as, 'Shevington Vale is a really happy school'. Their attendance is high and they are consistently punctual.
- Parents are supportive of the school. The majority of parents who responded to Parent View indicated that the school makes sure children are well-behaved and deals with bullying effectively.

The leadership and management are good

- The headteacher has skilfully used the newly formed federation to support the development of Shevington Vale. She is well supported by the assistant headteacher and they work in partnership to ensure the very best for the pupils, staff and community. Actions have led to improvements in teaching and pupils' achievement since the last inspection. There is a cohesive staff team committed to giving all pupils the best possible opportunities.
- Senior leaders are accurate and honest in their judgements about the school. They know what still needs to be done and have set appropriate priorities to improve the school further.
- Leaders share a determination to improve teaching further by ensuring teachers have the opportunity to learn from the best practice of their colleagues across the federation. This is being developed and is increasingly making a difference throughout the school.
- Leaders regularly check the quality of teaching in lessons and pupils' work and provide guidance to teachers on how to improve their teaching. High-quality training is provided to meet whole-school and individual teachers' needs.
- The progress of individual pupils is tracked closely and all staff are committed to ensuring equality of opportunity. At the moment, information is not consistently used by teachers to plan lessons that are specifically focused at the individual pupil and their needs and requirements.
- The curriculum provides a broad range of activities to enrich pupils' experiences both within and outside school. Pupils spoke with great excitement about their visits to 'Fairy Glenn', Knowsley Safari Park, Manchester Airport and Liverpool Museum. Similarly, they greatly appreciated the many extra activities, including sports, music and French. The leadership team is aware of the need to make sure that reading, writing and mathematics are taught more systematically across all subjects.
- The school develops the spiritual, moral and social aspects of the pupils' learning well. Assemblies provide opportunities for pupils to reflect on their lives and on how they can help others. Pupils learn about other religions and cultures within the curriculum. The school is engaged in a range of charity work and engages in first-hand experiences of other cultures by welcoming visitors into the community. The visit of a group from Romania was extremely beneficial to the children of Shevington Vale in their appreciation of how others live.
- The school has excellent links with Millbrook Primary as a partner school. It has close links with Shevington High School and is actively involved in the Shevington and Standish Cluster, which supports improvements across the schools.
- Relationships with parents are positive and the school works hard to involve them. Parents are involved in the school and many are actively engaged in supporting their children to develop reading, which was evident in the morning reading activities.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- The local authority has provided good support through the Wigan Consortium, which has contributed to school improvement.
- **The governance of the school:**
 - Members of the governing body know the school well and are very involved in school life. They are committed to making sure all pupils get the best possible opportunities and ask challenging questions if they feel pupils are not doing well enough. They have a good understanding of the school's performance data and of the quality of teaching. They are kept well informed about the outcomes of staff performance management and decisions relating to pay progression. They are determined that there will be value for money and make sure that additional staffing and equipment funded through the pupil premium have a positive impact on eligible pupils' achievement.

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	106429
Local authority	Wigan
Inspection number	405034

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	116
Appropriate authority	The governing body
Chair	Gerard Hurst
Headteacher	Gabrielle Gray
Date of previous school inspection	29 March 2011
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