

Shevington Community Primary School

Miles Lane, Shevington, Wigan, Lancashire, WN6 8EW

Inspection dates 15–16 May 2014

Overall effectiveness	Previous inspection:	Good	2
	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 yet consistently good for all groups of pupils, particularly for boys and those supported through the pupil premium funding.
- Over time, the proportion of pupils making or exceeding the progress expected of them at Key Stage 2 is below average, particularly in reading and writing.
- Teaching has not been good enough over time, to ensure that all pupils make consistently good progress from their starting points.
- There are not enough opportunities for Reception children to develop their learning through outdoor play.
- Too many pupils arrive late for school.
- Senior leaders and the governing body do not use data on pupils' progress carefully enough to ensure that achievement improves and all groups of pupils consistently make good progress from their starting points. This is particularly so for those supported through the pupil premium funding and for boys.
- Those responsible for leading the different key stages, including those that manage subjects, do not play a full enough part to support senior leaders to drive forward school improvement, especially in improving the quality of teaching and learning.

The school has the following strengths

- Children get off to a good start in the Reception class because teaching is good.
- Pupils are polite and are well-mannered to each other and to visitors.
- Pupils are well cared for and say that they feel safe in school. The large majority of parents support this view.
- Pupils' behaviour and their attitudes to learning are good.
- Senior leaders and the governing body know the school's strengths and what needs to be done to improve it further. They have already been successful in improving some aspects of teaching.

Information about this inspection

- The inspectors observed teaching in 11 part-lessons. Three lessons were observed jointly with the headteacher. Inspectors also visited several classrooms to look closely at pupils' work.
- Inspectors looked closely at the work in pupils' books and reviewed a wide range of documentation including minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to attendance, behaviour and safeguarding, and the school's data on pupils' progress.
- Inspectors talked with pupils and listened to some pupils reading.
- Meetings were held with staff and five members of the governing body and a representative of the local authority. Telephone conversations were also held with a representative of the local authority and the school's external consultant.
- The inspectors took account of the 19 responses from parents recorded in the online questionnaire (Parent View), together with the 50 responses to a parental survey carried out by the school in March 2014. Inspectors also had informal conversations with some parents at the end of the school day.
- The inspectors took account of the 14 responses to the staff questionnaire provided by Ofsted.

Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

Lyn Pender

Additional Inspector

Full report

Information about this school

- Shevington Community Primary School is much smaller than the average-sized primary school.
- The very large majority of pupils is of White British heritage.
- The proportion of pupils eligible for the pupil premium is similar to the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to the national average. The proportion of those supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.
- Since the last inspection there have been several staff changes, including within the leadership team at key stage leader and deputy headteacher level. Currently, the deputy headteacher post has been filled by temporary appointments from existing staff.
- Since the last inspection the Nursery has become part of the Community Pre-School and as such is not part of this inspection.

What does the school need to do to improve further?

- Improve the quality of teaching so that it consistently leads to good or better progress for all groups of pupils, and raise levels of attainment further by ensuring that:
 - work provides all pupils with an appropriate level of challenge so that they make at least good progress across all subjects
 - pupils further develop their literacy skills across a range of subjects by providing opportunities for them to write more extensively and creatively
 - pupils' love of reading is developed further by working more closely with parents to encourage pupils to read more regularly at home
 - further opportunities are provided for children in the Reception class to develop their literacy and numeracy skills in the outdoor area to enable them to improve their learning even more.
- Improve the effectiveness of leadership and management at all levels, including governance, by:
 - making more effective use of data on the progress of all groups of pupils, from their starting points, especially those eligible for the pupil premium across all subjects and year groups
 - further developing the role of subject leaders and those with responsibility for each key stage to enable them to make a more effective contribution to improving the quality of teaching and raising achievement
 - further engaging with parents to ensure that the number of occasions when pupils are late is reduced.

An external review of governance, to include a specific focus on the school's use of the pupil premium, should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because pupils have not made consistently good progress across all subjects over time. Systems to check pupils' progress have not been used well enough to check the progress of different groups of pupils from their starting points.
- In 2013, at the end of Year 6, the proportion of pupils that made expected progress and the proportion of pupils exceeding the progress expected of them were both below average in reading, writing and mathematics. However, since the last inspection, there have been inaccuracies in the assessments of pupils' work at the end of Key Stage 1. Assessments at the end of Year 2 have been over-generous. This has had a knock-on effect in respect of measuring pupils' progress at Key Stage 2 and so the published figures do not provide a true reflection of the actual progress being made by pupils. The school, with the support of the local authority, has addressed this inaccuracy and now provides accurate assessments of pupils' work across all year groups and in all subjects.
- The majority of children join the Early Years Foundation Stage with skills and abilities that are typical for their age. The mainly good teaching in the Reception class enables children to learn well. By the end of the Reception Year the majority of children have made a good level of development across all areas of learning.
- In the past, data shows that the achievement of different groups of pupils, including those supported through pupil premium and the small number of disabled pupils and those with special educational needs, has been below the national average and below that achieved by their classmates, in reading, writing and mathematics. In 2013, boys have performed less well than girls at both Key Stage 1 and Key Stage 2 in reading, writing and mathematics.
- In 2013, at the end of Year 6, pupils attained standards slightly above the national average. The achievement made by the most able pupils was broadly similar to the national average for this group of pupils in reading, writing and mathematics. School records show that the current Year 6 most able group are on track to attain a higher standard because they are provided with a good level of more challenging work.
- Current school data, from accurate assessments, indicates that all pupils are on track to make the expected level of progress across Key Stage 1 in reading writing and mathematics. In the current Year 6, the proportion of pupils on track to make expected progress is above the national average in mathematics and writing and broadly in line with the national average in reading. This is because recent improvements in the quality of teaching include effective strategies to develop writing skills. These changes are having a positive impact and progress as seen in pupils' books, in mathematics and writing is good.
- Overall, records show that the few disabled pupils and those with special educational needs achieve less well than their classmates. However, because of the small numbers in each cohort, this varies considerably from year to year with some year groups having hardly any pupils in this category.
- Pupils say they enjoy reading. The whole-school reading programme is helping to support pupils' learning across a range of subjects and topics. Pupils make good use of their skills in phonics (linking letters to the sounds that they make) to help them read difficult words. However, pupils do not read regularly at home and this limits further development of their literacy skills. The school is aware of this and is developing strategies to promote reading at home.
- Pupils at risk of falling behind in their learning are identified and additional support is provided, for example, with one-to-one or small-group work for pupils eligible for the pupil premium funding. However, the impact of this additional support is not rigorously checked to ensure that pupils are making at least good progress across all year groups from their starting points. In 2013, pupils receiving support through pupil premium were, on average, 18 months behind their classmates in reading, writing and mathematics. However, effective intervention through additional support is ensuring that these gaps are now closing.

The quality of teaching**requires improvement**

- Teaching requires improvement because, over time, it has not been good enough to enable pupils to make consistently good or better progress.
- Where learning is too slow, tasks and activities do not challenge pupils and enable them, whatever their ability, to achieve well. As a result, pupils sometimes spend too much time on work that is too easy for them to make good progress.
- In the Early Years Foundation Stage, the good teaching ensures that children are actively engaged in their learning and make good progress. However, children do not have enough opportunities to develop their literacy and numeracy skills through play in the outdoor area. This reduces the extent of which they can develop their skills and improve their learning even further.
- Pupils are keen to learn. The content of lessons often captures their imaginations. Pupils listen well to explanations, persevere with their work and cooperate well with each other.
- Leaders have provided good staff training on assessment so that teachers now regularly mark pupils' work and provide pupils with clear and specific written comments on what they need to do to improve. Pupils respond well to these comments. This enables them to take their learning further, particularly when the advice given to them is followed up quickly.
- Generally, questions challenge pupils well and check their understanding of the work they are doing. Pupils also learn well when they work together, to share and develop ideas. For example, in Year 6 in history learning about canals, pupils were eager to contribute their own ideas and also listened attentively to others. They were fully focused on their work and made good progress.
- Disabled pupils and those with special educational needs learn well, for example, when teaching assistants help them to develop their skills by providing effective support that is well matched to their needs.

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

- The behaviour of pupils is good.
- Pupils are polite and well-mannered and are welcoming to visitors. The relationships amongst pupils and between pupils and adults are very good.
- A minority of parents, in their response to Parent View, indicated that pupils were not well behaved. However, evidence gathered during the inspection through observations of pupils in lessons shows that the vast majority of pupils' behaviour and attitudes to learning are good. Pupils also say that behaviour in their lessons is good. School records show that only a few pupils had been involved in incidents of poor behaviour since September 2013. This number was less than for the same period in the previous school year.
- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe because they are well cared for by teachers and other adults. Pupils feel confident to talk to an adult if they have any concerns.
- Some parents expressed concerns about how well the school dealt with bullying. However, pupils said that bullying was very rare and if they had any concerns they would tell a teacher and it would be sorted out quickly.
- Pupils understand how to keep themselves safe and learn about fire safety and railway safety. Recent visitors to the school have helped pupils learn about water safety as they prepare for their trip on the canal to celebrate the school's 200th anniversary. Pupils also learn how to use the internet safely and about how far they can trust people.
- Overall, the responses to the school's parental survey are very positive. A very large majority of parents agree that pupils behave well in school, are well cared for and feel safe at school.
- The school has made good use of the new primary sport funding to provide additional sporting

activities after-school. More pupils now take part in physical activities and are developing new skills, for example, in tag rugby, girls' football and badminton. This is helping to develop healthy lifestyles and physical well-being for the pupils.

- The school provides opportunities for pupils to develop responsible attitudes, for example, by being members of the Eco-committee or as play leaders to help younger pupils with activities at lunch time. Pupils also work hard to help others by raising money for charities, such as Children in Need, Sport Relief and the shoebox appeal.
- Attendance has varied over the last three years but is currently above the national average. The school's actions to reduce the number of persistent absences have been effective. However, too many pupils are late for school. As a result, this prevents them from having a good start to their learning day.

The leadership and management

requires improvement

- Leadership and management require improvement because not enough has been done to improve the quality of teaching and pupils' achievement over time.
- In the past, senior leaders and the governing body did not rigorously check the progress of different groups of pupils across all key stages. This led to inaccuracies in some teachers' assessments of pupils' progress, particularly at the end of Key Stage 1, not being picked up soon enough.
- However, assessment data is now much more robust and accurate. Although this enables senior leaders and the governing body to check pupils' progress regularly throughout the school year, they do not make the best use of this information over time to ensure that all groups always make at least good progress from their starting points. This includes, in particular, boys, those pupils supported through additional funding such as the pupil premium and the small number of disabled pupils or those with special educational needs.
- The headteacher and governing body demonstrate a strong commitment to improve what is provided for pupils and to raise standards further, particularly in reading and writing, by improving the quality of teaching and the use of assessment to check on pupils' progress. This is improving the promotion of equality of opportunities although as yet it is not fully effective.
- Regular observations of teaching carried out by the senior leaders provide teachers with accurate feedback on their performance. This information about the quality of teaching is used well when providing training opportunities for staff and to advise the governing body about teachers' pay awards. Training has been particularly effective in improving teaching skills in phonics and in the assessment and marking of pupils' work.
- The headteacher and the governing body have accurately identified the school's strengths and areas for further development. Having been through a period recently, where standards have dipped, the headteacher and governors have already taken decisive action to address the inaccuracies in assessing pupils' progress and have been successful in tackling inadequate teaching that caused disruption to pupils' learning. In the main, teaching is now of a better quality and staff morale is more positive. Staff are now working together as a team and feeling re-energised with new responsibilities to take the school forward. This shows that the school has the capacity, commitment and determination to raise standards further.
- Although the review of the school's leadership and management structure is not yet complete, following recent staff changes, the school is working to develop the effectiveness of leadership at all levels. However, subject leaders and staff with responsibility for the different key stages do not play a full enough part to support the headteacher to drive forward school improvement, especially in improving the quality of teaching and learning in their subject areas.
- The curriculum provides pupils with an interesting range of subjects and topics that ensures that they enjoy school. This contributes very effectively to their spiritual, moral, social and cultural development and prepares them well for the next stage of their education. The school also provides pupils with a variety of activities to enrich pupils' experiences. For example, a visit from a 'Mad Scientist' helped develop pupils' understanding of forces. These activities, together

with a range of extra-curricular activities, help to develop pupils' academic and social skills. However, there are not enough planned opportunities for pupils to develop their writing skills and write more extensively and creatively across subjects.

- Safeguarding procedures and policies meet statutory requirements. The school has effective procedures in place to protect pupils, especially those pupils whose circumstances are likely to make them most vulnerable.
- The school has valued and benefited from the local authority's effective advice and support to improve the quality of teaching and learning and assessment processes.
- **The governance of the school:**
 - The governing body has an accurate understanding of the strengths of the school and what needs to be done to improve it further. They are well informed about the quality of teaching from information from the headteacher, their own regular visit to the school and because subject leaders come to governor meetings to explain the progress in their subjects. This information enables governors to provide support and challenge to school leaders. They demonstrate a firm commitment to ensure that the quality of teaching improves and standards are raised further.
 - They have a good understanding of the finances, including the allocation of pupil premium funding. However, this spending has not been rigorously monitored to check on its impact on pupils' learning to ensure that it is being spent effectively. They ensure that performance-management procedures are used to set appropriate and challenging targets for staff and have implemented a clearly defined link between the quality of work that staff do and the arrangements for pay progression. They ensure that safeguarding procedures and policies meet statutory requirements.

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	106413
Local authority	Wigan
Inspection number	439949

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	126
Appropriate authority	The governing body
Chair	Claire Blake
Headteacher	Vicky Adams
Date of previous school inspection	12 March 2009
Telephone number	01257 252859
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