

Shavington High School

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

Inspection dates 22–23 May 2014

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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- All groups of students achieve well. Standards are above average in English and mathematics.
- Following early entry for GCSE examinations in English, students in the current Year 11 have reached the highest standards in this subject in the school's history and over a fifth attained grades A* or A.
- Attainment in history, art and design and media/film/TV is well above average.
- Teaching is improving apace and is now good, with examples of outstanding practice in a range of subjects.
- Teachers have good relationships with their students and ask them challenging questions to make them think more deeply about the subjects they are studying.
- Students show much pride in their school and speak highly of the staff who work with them. In their words, 'Our teachers are friendly and approachable when we have problems.'
- Students feel safe and behave well, sometimes outstandingly well. They believe that bullying is rare and is dealt with effectively if it occurs.
- The school promotes students' spiritual, moral, social and cultural development exceptionally well. Students have a keen sense of right and wrong, and know how to combat prejudice.
- Governors know the school well, and support and challenge leaders at all levels with rigour. Along with the dedicated headteacher and talented senior leaders, they have improved teaching and achievement so they are now both good.

It is not yet an outstanding school because

- Students' achievement in mathematics, particularly of those eligible for free school meals, is not speeding up as quickly as in English. Teaching is too variable in quality. Students have too few opportunities to practise their mathematical skills in other subjects.
- The quality of marking is too variable in quality between subjects.
- The school recognises that the leadership skills of some subject leaders are underdeveloped. As a result, these leaders do not always have the impact on students' performance which they could.

Information about this inspection

- Inspectors observed 25 part lessons. Four observations were carried out with the headteacher and other senior members of staff. Inspectors also observed six registration sessions.
- Inspectors spoke to four groups of students, who represented all year groups. They had informal discussions with students at breaks and lunchtimes. They also attended the Year 11 leavers' celebration assembly.
- They met with the Chair, the vice-chair and another member of the Governing Body. They held discussions with heads of academic departments, pastoral leaders and members of the senior leadership team. In addition, they spoke to a representative of the local authority.
- Inspectors took account of the views expressed in the 67 responses to the online questionnaire and also considered the returns from the school's own internal staff questionnaire.
- Inspectors observed the school at work and scrutinised internal and external student progress and attainment data, students' work in mathematics and English, school development planning and the school's view of its own performance. They also considered a range of documentation on the work of the school, written by external consultants and looked at the minutes of governing body meetings.
- They evaluated school policies and practice in relation to child protection, safeguarding, behaviour and attendance.

Inspection team

Jim Kidd, Lead inspector	Additional Inspector
Sally Lane	Additional Inspector
Alan Parkinson	Additional Inspector

Full report

Information about this school

- This is much smaller than the average-sized secondary school. It is a Cooperative Trust School.
- The proportion of students supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below that usually found.
- The proportion of students known to be eligible for support through the pupil premium is below average. (The pupil premium is extra money for those students known to be eligible for free school meals and those looked after by the local authority.)
- Most students are White British and there are very few learning English as an additional language.
- The school meets the government's current floor standards, which are the minimum expectations for students' attainment and progress in English and mathematics.
- A small number of students in Years 10 and 11 attend alternative provision at South Cheshire College and Reaseheath College.
- There have been significant staffing changes since the previous inspection, particularly at subject leadership levels.
- The school is an Investor in Careers and holds Artsmark and the Excellence in Mentoring award as part of its Inclusion Quality Mark status.

What does the school need to do to improve further?

- Further speed up students' progress and raise attainment in mathematics by:
 - ensuring that teaching in mathematics is of a more consistently high quality
 - ensuring that progress in mathematics, particularly for those supported by the pupil premium, matches rates of progress in English
 - preparing students for the new curriculum with more opportunities for extended writing in the subject
 - giving students more opportunities to practise and reinforce their mathematical skills in different subjects.
- Develop the skills of curriculum leaders to ensure that the impact of their work on students' achievement is consistently positive across the school.
- Improve the quality of teaching and learning by ensuring that all teachers' marking and their feedback to students is as good as the best, especially in providing clear guidance on how to improve.

Inspection judgements

The achievement of pupils is good

- Students enter the school with broadly average levels of attainment. Following a dip in students' performance in 2013, students are again making good progress and reach above average standards in English and mathematics by the end of Year 11. Progress and attainment in both subjects is speeding up, but is more rapid in English.
- The majority of students in the current Year 11 were entered early for GCSE in English in November 2013 and the results were the best in the school's history. As a result, an above average proportion already have an English qualification at grades A* to C and more than a fifth of students reached the highest grades of A* or A.
- A smaller proportion of students, 20 in total, was entered early for GCSE in mathematics and all students reached grades A*, A or B. Inspection evidence, including lesson observations, scrutiny of students' work and school data, shows that students are on track to reach above average attainment in mathematics in their forthcoming examinations.
- Achievement is impressive in other subjects too. In 2013, for example, and from a larger than average entry, the percentage reaching grades A* to C in history was well above average and the proportion gaining grades A* or A was high. There was a similar picture in media/film/TV and in art and design.
- The school provides external tutors in English and mathematics for students supported by the pupil premium. There has been a positive impact on students' performance overall. In English, the proportion of students known to be eligible for free school meals making expected progress is above the national figure for students not supported by the premium, but is just below that of other students in school. Although a significant improvement on last year, the gap in mathematics is wider. Currently, students supported by the pupil premium are a grade behind others in English and around one and a half grades behind in mathematics.
- Disabled students and those with special educational needs make the same good progress as their peers as a result of the focused support they receive from teachers and teaching assistants. The few students who speak English as an additional language are supported well and make good progress, as do those supported by the Year 7 'catch up' funding. Students who follow courses away from school at South Cheshire and Reaseheath Colleges make good progress and attend well.
- The school also takes the preparation of its more able students for entry onto GCSE courses very seriously and has established a raising aspirations programme for students in Year 9 who have been identified as particularly able. Students attend workshops to explore the different approaches to evidence, explanation and theory in the subjects they are studying and they visit Pembroke College, Oxford towards the end of the academic year. There are also opportunities for students to take AS courses in art and archaeology in Year 11.

The quality of teaching is good

- The quality of teaching has improved since the previous inspection and is now good, with examples of outstanding teaching in several subject areas. Teaching in mathematics has also improved but is not yet of a consistently high quality.
- Students make outstanding progress when teachers' questioning challenges them to think more deeply about the topics they are studying. English is taught well. In a Year 10 English class, for example, students confidently made extended comments about why Wilfred Owen wrote the poem *Anthem for a Doomed Youth*, using complex vocabulary such as 'solicitous.' Some more able students in this class demonstrated that they were already performing as if they were in Year 11.
- Teachers and teaching assistants have good relationships with their students, who speak highly of how they support them and, in their words, 'ask us difficult questions to make us think hard!' In French, for example, average and lower-ability students in Year 9 rise to the challenge when

they are required to use the future tense and include opinions. They surprise themselves at what they can do and, when summarising the actions of a character in a French play, write, 'Il va mettre feu au collège, parce qu'il est agressif.' (He will set the school on fire because he is aggressive.)

- Students value the many different methods teachers use to help them learn. For example, they enjoy working in pairs and in groups to discuss their ideas with each other. They also speak highly of the opportunities they have to celebrate the work of their classmates. In music, for example, they listen intently to the compositions of their peers and learn much from the range of skills evident in the classroom.
- However, there is still some variability in the quality of teaching and learning in mathematics, which on occasions holds back students' progress. Teaching sometimes does not encourage students to show their full working out of problems, for example when Year 7 students are calculating percentages and interest.
- Teaching assistants provide focused support for disabled students and those with special educational needs and ensure they are fully included in all the learning activities have to offer.
- Marking and feedback is good overall. The best includes detailed and accurate comments on how students can improve their work and also gives them opportunities to gauge their own progress and that of their classmates. On occasions, however, marking is too brief, comment is cursory and not as helpful as it could be and students do not have sufficient opportunities to judge for themselves how well they are doing.

The behaviour and safety of pupils are good

- The behaviour of students is good.
- Students are proud of their school and conduct themselves well and sometimes outstandingly well in lessons and around the school site. They are polite and welcoming to visitors and are more than willing to hold doors open for them and to direct them to different parts of the school building.
- Formal meetings and informal conversations at break and lunchtimes with students from all year groups demonstrate that they are happy in school and that they are grateful for the support they receive from the adults who work with them.
- Students enjoy the wide range of clubs and additional visits they can attend. The school uses some its pupil premium funding to ensure that all students, including those known to be eligible for free school meals can take full advantage of the cultural activities on offer to them.
- The school's work to ensure its students are safe and secure is good. The vast majority of parents who responded to the online questionnaire are of the same opinion. As one commented during the inspection, 'This is a safe environment and the school does so much to raise the confidence of our children.'
- Students agree and speak particularly highly of pastoral staff, who they believe are very helpful when problems arise. They comment, too, about how effectively form tutors help new students in Year 7 to settle into their new surroundings and also about the importance of older students, prefects and house captains, for example, in supporting younger ones.
- Students say that bullying does exist but that it is not a major issue and that it is dealt with rapidly when it occurs. Anti-bullying ambassadors raise awareness of different kinds of bullying and, as a result, students have a good awareness of the many different forms bullying can take.
- The school's assertive mentoring programme, through which all students in Year 11 receive individual support from staff, does much to complement teaching and learning and also serves to raise students' aspirations about what they can achieve. Students value the sessions and comment, 'I liked having a mentor and I understand how much time and commitment was given by our teachers.'
- Attendance continues to improve and is now above average.

The leadership and management are good

- The dedicated headteacher, supported effectively by well-informed senior leaders has an accurate and honest understanding of how well the school is doing. Leaders demonstrate good levels of teamwork and have ensured that teaching, assessment and the use of data to raise achievement have improved markedly since the previous inspection. Attainment in English in particular is the highest the school has ever known.
- Appraisal systems and teachers' targets are now more robust and they are held fully to account for the progress made by their students.
- The school continues to develop the leadership skills of subject leaders in order to ensure that the impact of the work of these staff on students' achievement is consistently effective across the school. Nonetheless, these leaders are taking increased responsibility for improving performance in the subject areas for which they are responsible. In their words, 'We receive good support from the senior leadership team but we feel challenged too!' They also speak highly of the many training opportunities they have to improve their teaching skills.
- Programmes of study are reviewed on a regular basis and meet the needs and aspirations of students well. Leaders recognise that students are not given enough opportunities to practise their mathematical skills across subjects. They are aware of the need to prepare students for the new curriculum and that extended writing in mathematics is underdeveloped.
- The school promotes students' spiritual, moral, social and cultural development exceptionally well. For example, there is a range of bands and musical groups and a wide variety of visits to museums and art galleries.
- Students consider moral issues such as racism and homophobia in citizenship and registration periods, for example, and as a result, they have a keen sense of right and wrong and understand the meaning and dangers of prejudice. The Year 11 leavers' celebration assembly, with its theme of 'kindness' was a joy to attend.
- The school promotes equality of opportunity well and rejects all forms of discrimination. Safeguarding and child protection arrangements meet current requirements.
- The local authority provides strong support for the school and has commissioned a range of subject reviews and other reviews on leadership. A representative of the local authority visits the school at least six times per year to discuss performance in all areas of its life.
- **The governance of the school:**
 - Governors have a good awareness of the school's strengths and areas for development. They scrutinise departmental checks and records and both internal and external student progress data. They also invite curriculum leaders to governors' meetings, in order to keep themselves up to date with subject developments and trends in students' achievement. Curriculum leaders believe that governors hold them fully to account. Senior leaders are of the same opinion.
 - In addition, governors keep a close eye on the impact of pupil premium funding on the achievement of students known to be eligible for free school meals. They know how the school is attempting to improve the quality of teaching and make sure that teachers only receive financial reward if their students meet their progress and attainment targets.

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	111420
Local authority	Cheshire East
Inspection number	442366

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	567
Appropriate authority	The governing body
Chair	Simon Bartholomew
Headteacher	Carol White
Date of previous school inspection	14 November 2012
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