

Shavington Primary School

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

Inspection dates

18–19 September 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Inspirational and highly effective leadership from the headteacher, supported by the skilful deputy headteacher and governors, has brought about marked improvements in achievement, teaching, pupils' behaviour and attendance.
- The achievement of pupils is good and has improved rapidly so that by the end of Key Stage 2, standards in English and mathematics are now high in comparison to the national expectations.
- The quality of teaching is consistently good and some is outstanding.
- The behaviour of pupils is good. They learn well, are polite, articulate and respectful towards adults and each other.
- Pupils say, and their parents agree, that they feel safe and well cared for in school.
- All staff and governors have a determination to make the school outstanding. As a result, the school is well placed to continue to improve.

It is not yet an outstanding school because

- The most-able pupils are not always challenged enough in some classes.
- Teachers do not have sufficient opportunities to observe and work alongside outstanding practitioners.
- Middle leaders are not yet fully involved in checking that all groups of pupils achieve the best they can in all the subjects, and the leadership of support for special educational needs and those who fall behind with their work is not yet fully established.

Information about this inspection

- Inspectors observed teaching in all classes and saw parts of 15 lessons.
- Inspectors talked to pupils in lessons and discussed their work.
- Meetings were held with senior leaders and middle leaders, members of the governing body, teaching and support staff, pupils and a member of the local authority.
- Pupils' work was scrutinised in writing, mathematics and a range of other subjects.
- Inspectors listened to pupils read and checked reading progress records.
- A wide range of documentation was reviewed, including national assessment data, the school's information about pupils' progress, monitoring records of the quality of teaching and the progress of pupils, and the school improvement plan. In addition, the minutes of the governing body meetings, safeguarding documentation and external reports from the local authority and Her Majesty's Inspector (HMI) were reviewed.
- The inspectors took account of 104 responses to the online questionnaire (Parent View), and spoke informally to a number of individual parents at the start of the school day and on the telephone.

Inspection team

Gillian Hunter, Lead inspector

Additional Inspector

Prydwen Elfed-Owens

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils supported because they have special educational needs (previously known as school action, school action plus or who have a statement of special educational needs) is lower than the national average.
- The proportion of disadvantaged pupils who are eligible for support through the pupil premium funding is very low compared to the national average. The pupil premium is funding to support pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress at the end of Year 6.
- Since the previous inspection, there have been changes in leadership, governance and staffing. The new headteacher took up his post a year ago.

What does the school need to do to improve further?

- Continue to improve attainment and progress throughout the school by:
 - making sure that all teachers consistently challenge and support all pupils, especially the most able
 - using the outstanding teaching in the school more effectively in order to improve the overall quality of teaching and learning.
- Extend and develop the work of school leaders by:
 - developing the roles and responsibilities of new and inexperienced middle leaders and providing them with targeted leadership training and support, to enable them to contribute fully to school improvement planning and improve the quality of teaching and learning across the school
 - ensuring that senior leaders support the work of staff who are currently coordinating the wide range of learning needs of those pupils who are disabled, those who have special educational needs and those groups of pupils who are at risk of falling behind.

Inspection judgements

The leadership and management are good

- The headteacher, effectively supported by the senior leaders, has had a positive impact in the school and on pupils' achievement. Parents, staff and pupils recognise the rapid changes that have been made since his appointment. One pupil commented, 'Things are changing and getting better all the time.' One parent commented, 'The changes in teaching are unrecognisable.'
- Working closely with the deputy headteacher, staff and governors, the headteacher has created an effective team with a clear focus on continuing to improve what they do.
- Since the previous inspection, all staff and governors have welcomed the support and challenge from the local authority and an external consultant to improve teaching and pupils' progress.
- The school's view of its successes and areas for improvement is accurate and leaders know what remains to be done to improve further. The planning for future improvement is detailed and contains the right priorities. The school's leadership is in a good position to continue to make further improvements.
- The performance of staff is well managed through effective appraisal, and pay awards are dependent upon teachers' performance in relation to pupils' progress. Since the last inspection, there has been a high turnover of staff. New staff have worked together with existing staff and received high-quality support and training to improve the quality of teaching and learning.
- Middle leaders are a relatively new team with a focus on improving standards still further in English and mathematics. There are plans in place to develop the middle leadership team in working alongside senior leaders to make sure that pupils achieve even better.
- The recently appointed coordinator for disabilities and special educational needs is overseeing the statutory requirements effectively one day per week for a small group of pupils. She is supported by a full-time teaching assistant who is skilled in working with pupils with significant needs. Leadership responsibilities are not yet clear enough to ensure that the wider range of learning needs throughout the school are coordinated at senior leadership level.
- The range of topics and subjects promotes pupils' spiritual, moral, social and cultural development well. Well-planned enrichment activities through clubs, residential and non-residential visits provide quality experiences to help pupils develop as learners.
- The primary school sport funding provides more sporting opportunities for pupils through better-trained teachers, the use of professional sports coaches and more resources. These are ensuring that pupils are taught skills more effectively and have more opportunities to participate in sporting events involving other schools. As a consequence, pupils are developing healthy lifestyles.
- **The governance of the school:**
 - Since the last inspection, the governing body has undergone significant change, including an external review of its work. The current governors are having more impact on school improvement.
 - The governing body holds the school to account through a range of monitoring activities. Governors are developing their systems for visiting the school; because of this, governors have an improved understanding of the quality of teaching and of pupils' progress.
 - Governors have a clear understanding of the system used to determine teachers' effectiveness in enabling pupils to make good progress. Decisions about teachers' pay are appropriately linked to performance and responsibilities and, where weaknesses have been identified, the governing body has been appropriately involved.
 - Governors track finances well and are fully involved in decisions about how to spend additional money, such as the school's very small allocation of funding for disadvantaged pupils and the school's sports funding. They ensure safeguarding procedures are in line with regulations in all respects.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are friendly, welcoming to visitors and they talk proudly about their work and the school. They have positive attitudes to learning and work well on their own or in groups because lessons are interesting. Most pupils behave in a respectful way towards each other and other adults, both in class and around the school.
- Pupils take on a number of responsibilities around the school and are influential in improving their surroundings. For example, pupils have helped to agree the timetable for using the different areas at playtime so that they enjoy playtimes and feel much safer in school. They act very responsibly as school councillors, playground and class buddies. They develop social skills well through the lunchtime and after-

school clubs.

- Good systems and strategies are in place to reward and improve pupils' behaviour. There are few recorded incidents of poor behaviour and there have been few exclusions in the last year. There are very few recorded incidents of discriminatory or derogatory language, and none was heard during the inspection.
- The school's work to keep pupils safe and secure is good. Pupils talk positively about why they feel safe in school, and the majority of parents confirmed their view. They say bullying is rare. They are aware of the different types of bullying, including the use of computers or mobile phones, and of how to keep themselves safe while using new technology.
- The support for all pupils facing challenging circumstances is very effective, especially through the work of the nurture staff.
- Pupils' attendance has increased since the last inspection to above-average levels this year. There have been a number of actions that leaders have introduced, including the continuing celebration and rewarding of good attendance for individuals and classes. The number of pupils who are persistently absent has decreased.

The quality of teaching is good

- Teaching has improved since the last inspection. It is now consistently good and an increasing proportion is outstanding. As a result, progress and attainment are rising quickly.
- Pupils learn from each other. They have many opportunities for discussion and working together. Activities are interesting and questions extend learning well. In a Year 1 English lesson, for example, effective use of probing questions extended pupils' awareness and understanding of their feelings and those of others. By the end of the lesson, pupils were able to retell the story of Little Red Riding Hood with confidence and discuss with others how she may be feeling.
- These strengths are not evident in all teaching; very occasionally, the speed of pupils' learning is misjudged and some activities go on for too long or new activities add little to pupils' learning. As a result, the level of challenge diminishes and pupils' progress slows.
- Teachers make sure that pupils have good attitudes to their learning, are interested in their work and try hard. Pupils talk positively about how they enjoy lessons and how they learn new things. A very young pupil said, 'We enjoy school, and teachers try to make it fun for us.'
- Leaders have a clear ambition to make more of the teaching outstanding. Work to improve the way the school checks teachers' performance and offers training is very effective. However, teachers have not had enough opportunities to observe and work with outstanding practitioners in the school so that high-quality teaching skills can be spread more widely.
- Teaching resources are used well, including electronic whiteboards, laptops and tablets to help pupils learn.
- A strong feature of teaching is the contribution made by skilled teaching assistants. They effectively support pupils of all abilities, including those who are disabled or who have special educational needs. This targeted support enables these pupils to make good progress.
- Excellent use is made of the school's extensive site, the school's allotment and garden, outdoor play areas and the recently rebuilt Early Years and Key Stage 1 areas.
- Marking is good and has improved since the last inspection. Pupils receive accurate advice on how they can improve their work and there are many examples of pupils responding positively to what their teachers have written.

The achievement of pupils is good

- Children enter school with skills that are similar to those typical for their age. They make good progress in Reception and Key Stage 1 so that by the end of Year 2, standards are above the national average.
- Progress in reading throughout the school is good and there are many opportunities for pupils to read a range of good-quality books. Pupils have good phonic skills (linking letters and the sounds they make) and are able to read accurately. The results of the Year 1 national phonics screening check showed that standards in 2013 were above the national average, and this represented good progress. In 2014, the results were below the national average but the school worked hard to rectify this so that currently all pupils, including the current Year 2 demonstrate good phonic skills. They were observed using them very effectively in their reading and writing during the inspection.

- There has been rapid improvement in the attainment of pupils throughout the school and by the end of Year 6. The results of national tests showed that progress made by pupils was below average two years ago and in 2013. In 2014, this decline has been quickly reversed due to the school's swift action in setting high standards and providing additional support for those who were falling behind.
- Standards have improved to well above the national average in reading, writing and mathematics. Attainment of the current Year 6 indicates that pupils are on track to maintain, and even improve upon, these levels. The progress they make is rapid and better than the national average and so they are well prepared for the next stage of education.
- The progress of the most-able pupils has improved and more pupils are achieving the higher levels by the end of Year 6. This is linked to more effective teaching, which ensures these pupils are set work that improves their learning swiftly both in lessons and through additional targeted teaching. However, this is not yet consistent across all year groups and in all lessons, where the most-able pupils are not always challenged enough, especially the very highest attainers.
- There are extremely few disadvantaged pupils in the school. In the national tests for 2013 and 2014, no pupils in this group sat the tests. The school's data showing current and the previous years' progress shows very little difference in the progress of these pupils and that of their peers.
- Disabled pupils and those who have special educational needs make the same good progress as other pupils in the school because of the well-focused support provided by teachers and teaching assistants in the small-group interventions.
- Overall, there is little difference in the progress made between groups of pupils currently in the school. This clearly demonstrates the school's commitment to and success in tackling discrimination and promoting equality of opportunity for all pupils.

The early years provision

is good

- Provision in the early years is good. Children enter the school with skills that are typical for their age. By the end of Reception, they have made good progress and the proportion achieving a good level of development is above the national average. Children are well prepared for Year 1.
- There is a strong emphasis on developing children's reading, writing and mathematical skills through exciting play opportunities both indoors and outdoors. This is an improvement since the last inspection.
- Parents are very positive about how quickly their children have settled into the school in such a short time. Working with parents is a priority and parents and children value this partnership.
- All adults motivate and nurture children as they engage in their activities. The experiences provided are based on accurate assessment of their learning and development needs. They foster positive attitudes to learning and ensure that children are able to make choices and decisions and to think critically.
- The recent new build has vastly improved the learning environment, ensuring that there are opportunities for all children to flourish and develop across a range of areas of learning. Behaviour and relationships are good and children are safe and secure.

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	449263

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	224
Appropriate authority	The governing body
Chair	Julian Goodier-Page
Headteacher	Dan Thomas
Date of previous school inspection	24 April 2013
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