

Inspection of a good school: Shavington Academy

Rope Lane, Shavington, Cheshire CW2 5DH

Inspection dates:

17 and 18 May 2023

Outcome

Shavington Academy continues to be a good school.

What is it like to attend this school?

Pupils at Shavington Academy enjoy school and settle in quickly. Leaders and staff encourage pupils to revel in their learning and to become socially responsible citizens. Pupils are respectful towards each other, members of staff and visitors to the school.

Pupils said that they feel safe when they are in school. They know that they can speak with a trusted adult if they have any concerns or anxieties. Leaders have high expectations of pupils' behaviour. Most pupils are polite and courteous. They behave well and understand that their actions have consequences. Leaders and staff deal with unacceptable behaviour in an appropriate and consistent manner.

Pupils recognise what constitutes bullying. On the occasions when bullying occurs, it is dealt with effectively by leaders. Pupils value the high-quality pastoral support that is available to them.

Leaders have high expectations for what pupils can achieve. All pupils, including those with special educational needs and/or disabilities (SEND), benefit from an ambitious and aspirational curriculum. In the main, pupils achieve well across a broad range of subjects.

There are many opportunities for pupils to participate in activities such as choir practice, guitar lessons and diversity clubs. Pupils embrace the opportunities provided by leaders to take on positions of responsibility at all levels in the school.

What does the school do well and what does it need to do better?

Leaders have a clear and ambitious vision for the school. This is rooted in the school's mission statement that encourages pupils to 'enjoy, aspire, create and achieve'. Leaders are committed to raising pupils' aspirations. For example, all pupils have access to the full suite of English Baccalaureate (EBacc) subjects. Leaders encourage pupils to consider EBacc subjects when choosing their options for key stage 4.

In most subjects, leaders have thought carefully about what pupils need to know and the order in which knowledge should be taught. Leaders have ensured that opportunities are provided to allow teachers to develop further their subject expertise. This has helped to make sure that teachers are equipped to deliver the curriculum well. In the main, teachers select appropriate activities for pupils. This helps pupils to acquire a deep body of subject knowledge over time. However, in a small number of subjects, leaders are still in the process of finalising their curriculum thinking. On occasion, this prevents some teachers from delivering aspects of the curriculum as leaders intend.

Leaders ensure that teachers use assessment strategies skilfully. This enables teachers to identify and address pupils' misconceptions and gaps in their knowledge. As a result, pupils learn the curriculum well.

Leaders and staff identify swiftly and accurately the additional needs of pupils with SEND. Leaders work well with pupils, families and external agencies to ensure that they have a thorough understanding of these pupils' individual needs. This information is communicated clearly to teachers. Leaders ensure that high-quality training enables staff to adapt their delivery of the curriculum well to meet the needs of pupils with SEND.

Leaders have put effective systems in place to identify pupils who have gaps in their reading knowledge when they join the school. Staff provide appropriate support to develop these pupils' phonic knowledge and confidence in reading. Teachers are suitably trained to successfully support pupils' reading fluency across the curriculum. Pupils in key stage 3 spoke enthusiastically about the books that they like to read for pleasure.

There is a calm and orderly environment around school. Pupils are taught to reflect on their behaviour and how this may impact negatively on others. There is little disruption to lessons. Leaders are working resolutely to ensure that all pupils attend school regularly. While their efforts are improving pupils' overall rates of attendance, some pupils, including those with SEND and those who are disadvantaged, do not attend as regularly as they should.

Leaders ensure that there is a well-designed and age-appropriate personal development programme in place for pupils. For example, pupils learn about important issues such as relationships and sexual consent. Pupils engage in meaningful debate about ethical dilemmas and learn about different religions and types of families. Pupils value this learning, and they talked enthusiastically about some of the topics they had studied. They are suitably prepared for life in modern Britain. Pupils told inspectors that the careers advice and guidance that they receive prepares them well to make informed decisions about their next steps.

Governors and trustees are knowledgeable about leaders' priorities. They support and challenge leaders to continue to refine the quality of education for pupils. Staff are proud to work at the school. They appreciate the efforts made by leaders to reduce their workload. Staff value the support that they receive from leaders to look after their well-being. There is a strong sense of solidarity among staff.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular and effective safeguarding training for staff. Staff know how to recognise the signs that might indicate that a pupil may be at risk of harm. They know how to report these concerns and they do so diligently.

Staff know pupils and their families well. Leaders have a clear understanding of safeguarding issues that might affect pupils in the local community.

Pupils can identify those behaviours that might be risky for themselves and their friends. For example, they learn about the dangers of smoking, vaping and alcohol misuse. Pupils also learn to protect their internet passwords and learn how to stay safe online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders are still in the process of finalising the knowledge that pupils should learn. On occasion, this prevents some teachers from delivering aspects of the curriculum sufficiently well. Consequently, some pupils do not achieve as highly as they could. Leaders should complete their work in refining and finalising these curriculums, so that teachers are clear about the subject content that they should deliver.
- Some pupils do not attend school regularly enough. This means that they are not accessing the full curriculum, and they miss out on important learning. Leaders should continue their work to ensure that pupils, including those who are disadvantaged and those with SEND, attend school regularly.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Shavington High School, to be good in May 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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|--------------------------------------------|---------------------------------------------------------------------------|
| Unique reference number | 142237 |
| Local authority | Cheshire East |
| Inspection number | 10286281 |
| Type of school | Secondary comprehensive |
| School category | Academy converter |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 860 |
| Appropriate authority | Board of trustees |
| Chair of trust | Robert Hassall |
| Headteacher | Emma Casewell |
| Website | http://www.shavington.academy |
| Date of previous inspection | 26 June 2018, under section 8 of the Education Act 2005 |

Information about this school

- Leaders use one alternative education provider for a very small number of pupils.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 7 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- As part of this inspection, inspectors carried out deep dives into science, English and history. For each deep dive, inspectors met with the curriculum leaders, visited some lessons, spoke with pupils and teachers and looked at samples of pupils' work.
- The lead inspector met with the headteacher, other senior leaders and the special educational needs coordinator.
- The lead inspector met with the chair of the trustees and other trustees and had a telephone conversation with a representative of the local authority.

- The lead inspector checked on leaders' safeguarding procedures, including the recruitment checks made on staff. She met with the designated safeguarding lead, staff and pupils to discuss the wider aspects of safeguarding.
- Inspectors observed pupils' behaviour around school and at lunchtime. They spoke with them about behaviour and bullying.
- Inspectors considered a range of documentation, including that relating to the curriculum, pupils' behaviour, improvement plans and leaders' self-evaluation summary.
- Inspectors considered the responses from parents and carers to Ofsted Parent View. This included the comments submitted using the free-text facility.
- Inspectors considered the responses to Ofsted's pupil and staff surveys.

Inspection team

Niamh Howlett, lead inspector

His Majesty's Inspector

David Woodhouse

Ofsted Inspector

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