

## INSPECTION REPORT

**SHAWCLOUGH COMMUNITY PRIMARY SCHOOL**

Rochdale

LEA area: Rochdale

Unique reference number: 105766

Headteacher: Mr D Kendell

Reporting inspector: Mrs J Thomas  
17711

Dates of inspection: 4 - 5 November 2002

Inspection number: 246521

Short inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Nursery, infant and junior

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Thrum Hall Lane

Rochdale

Postcode: OL12 6DE

Telephone number: 01706 647991

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Appropriate authority: Governing body

Name of chair of governors: Cllr. John Beasley

Date of previous inspection: 20/10/97

## INFORMATION ABOUT THE INSPECTION TEAM

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## **REPORT CONTENTS**

	Page
<b>PART A: SUMMARY OF THE REPORT</b>	<b>6</b>
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
<b>PART B: COMMENTARY</b>	
<b>WHAT THE SCHOOL DOES WELL</b>	<b>11</b>
<b>WHAT COULD BE IMPROVED</b>	<b>19</b>
<b>WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?</b>	<b>21</b>
<b>PART C: SCHOOL DATA AND INDICATORS</b>	<b>22</b>

## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Shawclough Community Primary is much bigger than other primary schools. There is the full time equivalent of 447 pupils on roll taught in 15 classes including the nursery. The school has designated community facilities, it is open from 7.30am to 9.00pm to serve its community and extensive pre and post school care are offered to pupils. The socio-economic circumstances of the area are very broad and mobility of pupils into and out of the school other than at the normal time of admission is higher than usually found. Baseline assessments are used on entry to the reception class and these show some unevenness in ability levels between year groups. More recently many more children come into school with below average abilities although this is not so for all year groups; rarely does any cohort rise above average. Most pupils are white and of UK heritage, but not all. Eighty-five pupils are from ethnic minority families; 77 of these have English as an additional language, and 28 are identified as having additional language learning needs, ten are at an early stage of English acquisition. The percentage of pupils eligible for free school meals is 17 per cent which is below the national average; this figure does fluctuate to higher levels from year to year. There are 40 pupils on the school's register of special educational need and about one third of these require additional support. Three pupils have statements of special educational need. The school is involved in a range of funded initiatives including a drama project with five other schools, the Healthy Schools project, a cycling to school project and developing e-learning through the use of information and communication technology. Significant recruitment, retention or staffing difficulties have not arisen in recent years.

### **HOW GOOD THE SCHOOL IS**

Shawclough Community Primary School is a very effective school. From first stepping in the door there is a 'feel good' factor. The children are happy and feel safe and secure and say they 'like school because there is lots to do'. The ethos is excellent; busy but productive. The backgrounds and cultures of all pupils are valued and celebrated. In the most recent national tests for 11 year olds many pupils came out with flying colours and their performance was well ahead of similar schools. The reasons for the school's success lie in the first class leadership given by the Headteacher, the energetic senior management structure, active governors and not least the often, high quality teaching which enables pupils to speed along in many areas of their learning. The school gives very good value for money.

#### **What the school does well**

- Pupils, regardless of need or background, achieve very well by the age of 11 because skilful teaching impacts highly on their success.
- The youngest children flourish as enquiring learners and make rapid strides in personal skills.
- The excellent direction provided by the Headteacher, the strong team spirit which supports decision making and an exceptional programme for staff development.
- The governors' role in applying the principles of best value and holding the school to account.
- Pastoral care is excellent and the procedures for assessment of pupils' needs are mainly very good.
- The school increases pupils' confidence, motivates them to learn and promotes excellent attitudes, morality, relationships and very good behaviour.
- The curriculum provides a wealth of opportunities to develop pupils' personal skills and broaden their view of the world; it is enhanced by an outstanding range of extracurricular activities.
- Communication with parents and links with the community are very strong.

### What could be improved

- Assessment and its use to plan the next steps of learning and raise standards as the children move through the Early Years into the infant stage of the National Curriculum.
- Planning to extend the use of pupils' speaking, reading and writing skills in the other subjects.

*The areas for improvement will form the basis of the governors' action plan.*

### HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997; since that time it has swiftly and successfully addressed all of the issues identified for action and moved onward and upward. A number of notable features stand out. The governing body has changed considerably in its membership and governors are now actively involved in shaping the school's direction in partnership with the Headteacher and staff. The school's work in evaluation of its own performance is very comprehensive and the quality of professional development planning is excellent. The school is well placed to sustain the high quality of provision it offers to pupils and its community and to go from strength to strength.

### STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	C	B	A
mathematics	D	B	A	A*
science	E	B	A	A*

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average    E

The results for 11 year olds show an improving picture over time. Performance in mathematics and science when compared with similar schools, set the school in the top five per cent nationally and the English results are well ahead of others. The school exceeded its targets in English and mathematics. Targets set for this current Year 6 (2003) are more challenging because the cohort is not as strong as in 2002, but look to be achievable because of the high quality teaching these pupils are receiving.

The secure, supportive environment in the nursery and reception classes (Early Years) and good teaching means that the children make rapid strides in all aspects of personal, social and emotional development, and most exceed the Early Learning Goals in this area, often from a low starting base. They also do very well in exploring and investigating the world around them and in physical development. Achievement could be better in reading, writing and using numbers. When pupils enter Year 2 careful analysis of their performance in reading, writing and mathematics drives planning enabling more rapid progress to be made. The national test results for seven year old pupils in 2002 are better than expected in writing, average in mathematics but weaker in reading and this represents something of a pattern over the last three years. The school acknowledges the need to set a course of action to combat this.

The inspection finds standards in English, mathematics and science to reflect the test results closely. In the other subjects, pupils by the ages of seven and 11, attain as expected nationally. Pupils do particularly well in music. The high quality of the curriculum provided through the school enables pupils to achieve well overall in the Early Years and infants and very well by the end of the juniors.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils are ready, willing and keen learners.
Behaviour, in and out of classrooms	Very good indeed. Pupils are a delight to talk to and are polite, welcoming and courteous. Most show strong good self-discipline and live up to the high expectations of their teachers.
Personal development and relationships	Excellent relationships exist between pupils; they show high levels of care for one another. Their personal development is very good.
Attendance	Average. Pupils enjoy school. Registrations provide a prompt start to the school day.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very Good

*Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.*

Teaching is very good overall. It is knowledgeable, stimulating and overall well tuned to pupils' learning needs. Excellent relationships and management of pupils, along with well paced lessons and high expectations for attention, move the learning along well. The pupils concentrate hard and show high levels of interest; they are keen to please. Most teaching offers home study activities which complement very well pupils' class work.

Pupils with special educational needs learn well from the ages of four to seven and very well in the juniors. Pupils for whom English is an additional language learn very well through the school.

The teaching of English and mathematics is well supported by the literacy and numeracy strategies. The school is securely placed to broaden its use of these basic skills to make the very best use of time and to plan to teach aspects of English and mathematics through the other subjects. This could allow pupils to use and apply what they know to increase their understanding and enable staff to extend the use of their creative skills more fully.

A key strength is the organisation of the teaching units, setting of pupils by ability for English and mathematics in Units 2, 3 and 4 and the use of staff specialisms and expertise. The teaching of personal and social skills and exploration in the Early Years are of very high quality. Non-teaching assistants provide very valuable support to teachers and pupils.



## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. Meets statutory requirements well. The curriculum inspires pupils to learn and develop positive attitudes. Some good investigative work is seen in science. Very effective links with the community and outstanding extracurricular activities add significantly to pupils' learning
Provision for pupils with special educational needs	Very good provision overall. Identification is swift and progress carefully monitored. Pupils hold on to an interest in learning because of the teachers' expectations and the support for them.
Provision for pupils with English as an additional language	The planning, delivery and coordination of support are high quality. All staff are committed to equality of achievement and show value for the pupils' mother tongue. Their work is very well led and managed by the manager for this aspect of pupils' learning. Grant funding is used to very good effect.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good with excellent support for pupils' moral development. Displays show that developing awe and wonder and time for reflection through art, music and poetry are sewn into the fabric of the curriculum. Abundant opportunities exist for pupils to integrate with each other and celebrate and understand their own and other cultures. Racial harmony is strong.
How well the school cares for its pupils	Excellent pastoral care for all. Assessment procedures are significantly improved since the last inspection and are very good overall but there are some gaps. Assessments, tracking and target setting in the Reception and Year 1 classes are not yet in line with the high quality in the rest of the school.

Many parents think highly of the school's work. The school makes excellent efforts to support parents and is open and accessible to them.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The Headteacher offers excellent leadership and management skills. The highly effective partnership with the Deputy Headteacher impacts very positively on school provision, quality of education and achievements. The unit leaders and key staff all play a very valuable part in the school's management.
How well the governors fulfil their responsibilities	Very well. The broad range of provision offered within a tight budget suggests they apply the principles of best value very well. An effective partnership exists between governors and school staff.

The school's evaluation of its performance	A thinking school with self-evaluation procedures far in advance of what is usually found.
The strategic use of resources	Excellent, the school makes best use of what is available. Staff are given excellent support for their own development. Accommodation is used creatively to support teaching.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>That their children like school.</p> <p>The progress their children make.</p> <p>The quality of teaching.</p> <p>The approachability of the school and how well it works with parents.</p> <p>The leadership and management of the school.</p> <p>The quality of teaching and expectations for hard work.</p> <p>The range of activities provided by the school.</p> <p>The amount of work pupils are given.</p> <p>Pupils' behaviour.</p> <p>The attitudes and values the school promotes in helping pupils become mature.</p>	<p>The information about how well pupils are doing.</p> <p>The amount of homework.</p>

Thirty eight per cent of parents returned the questionnaire and 30 attended the parents' evening. The inspectors agree with the positive points raised by parents. In relation to the information on pupils' progress, a small number of parents expressed concern that reports on pupils' progress are not individual or frequent enough. The inspection can find no evidence to suggest that parents are not regularly and effectively communicated with. The school operates an open door policy and this was seen to be actively in place during the inspection at the start and end of the school day. The inspection judges that the school makes every possible effort to link with and support parents. Homework provision is good and supports learning well.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Pupils, regardless of need or background, achieve very well by the age of 11 because skilful teaching impacts highly on pupils' success.**

1. The pupils in this school are very well served by the wealth and quality of learning offered to them. They are given all the necessary tools of reading, writing and arithmetical competence and confidence to make sense of and cope with the world in which they will grow, coupled with a desire by their teachers to make learning something to be relished.
2. Teaching quality rarely falls below good and more than half the lessons seen were of high quality. All aspects of teaching including planning, assessments and classroom organisation are driving learning and achievement forward very well. The teaching staff are dedicated, hard working and use their knowledge and expertise purposefully to impact on pupils' progress. Some key features of teaching stand out; the stimulating introductions to lessons aimed at motivating pupils to listen and learn, excellent behaviour management and the tone of 'not a moment to lose' set by all teachers. Relationships are caring, trusting but respectful, the children like their teachers and are keen to please them. The class bases are well organised and displayed very skillfully, they say 'come in and see what we are doing'; all have a busy but productive working atmosphere. Lessons are well structured with teachers making clear what the learning will be, often linking it to previous work, resulting in pupils understanding what is expected of them. A strong emphasis is placed on cooperation, listening to each other and working with partners or in groups. A vivid example of this was in a mathematics lesson in Year 3 when pupils were completing multiplication table tasks called 'mad minutes'. One child turned to his partner and said, 'How are you getting on? Do you need me to help? Just take your time'. This typifies the ethos of care and sharing within the school. Teachers create the right attitudes to learning and pupils feel secure improving their confidence to 'have a go' and achieve their best.
3. The organisation of teaching groups is directly helping to raise standards and push achievement along. In Units 2, 3 and 4, (Years 2 to 6) pupils are set by ability for work in literacy and numeracy. This enables teaching to be very precisely targeted at learning needs; support staff add a valuable dimension to pupils' understanding. They work closely with teachers and are very skilled at explaining, simplifying and encouraging. Teaching specialisms are well used in music, science and religious education. In physical education, sports coaches enhance the pupils' skills. Study support activities, homework, numerous visits and visitors are used to complement, stimulate and reinforce learning.
4. In English, teachers use the framework of the literacy hour well to directly teach basic skills. In a Year 4/5 lesson for lower attaining pupils on prediction, the teacher held the pupils 'in the palm of her hand' because the work, poem and interaction were accurately pitched to their needs. Time was allowed for enjoyment of the poem and gave the pupils a feel for the content. Open-ended questioning made them think, speculate and develop ideas. By the end of the lesson they had learned to identify rhymes, predict what next and understand word meanings as well as experience the joy of poetry. Higher attaining pupils in Year 5 were improving their knowledge of adverbs to use as part of developing a play script from a poem. Year 6 pupils consolidate their skills of characterisation for story writing and deducing character traits from gesture and appearance.

5. Mathematics lessons were well planned and challenging. Pupils were at all times very well managed and responded very well to the work given to them. Very good use was made of resources, including the class assistants. Homework supported learning well, and all teachers made good use of the National Numeracy Strategy. The sharing of objectives, the clear three-part lesson and a most useful summary of learning at the end of each session were key features. At Key Stage 2 the effort the school puts into the development of investigational mathematics and the improvements made in aspects of arithmetic are good. The school has benefited from the active support of the local authority in the improvements it has made in both the teaching and learning of mathematics. A scrutiny of previously completed work showed that pupils in Year 2 were able to double and halve simple numbers and could find missing numbers from an equation such as  $30+40=20+X$ . In a Year 4 lesson pupils were seen describing two-dimensional shapes, with some pupils knowing the names of a range of triangles such as equilateral and right angled. By Year 6, pupils were seen looking at the mathematical language of probability. They were reasoning whether some numbers on a dice or a spinner were more or less likely to be picked than others. They showed a good grasp of the vocabulary and here, investigational work was well planned and carried out carefully by the pupils who really enjoyed the challenges of the lesson.
6. The emphasis on investigation is also very evident in science. Pupils are challenged to investigate and find out for themselves. They have a good knowledge of scientific phenomena and living things by the ages of seven and 11. Older pupils understand the need for fair testing and can add variables to their hypotheses. Science opens up a world of investigation for them to which they respond with enthusiasm.
7. Achievement in information and communication technology is growing as pupils become used to working with computers regularly. The school meets the main requirements of the National Curriculum, as it relates to this subject, with minor gaps in the area of control technology and measuring. In the two lessons seen, Year 2 and 3 pupils were using a computer simulation exercise in which they had to move through a story, making decisions, discussing moves with their partners and making choices of the variables on offer to them. They showed good mouse control and clearly understood how to move through the game. Their work, in pairs, evoked much discussion, which helped develop their speaking, listening and reasoning skills. In a Year 6 lesson, pupils were busy designing computer slides upon which to put their information and knowledge about how people lived in the 1840s. They had good recall of previously completed work, discussed aspects of their work with their partners and although they did not put the information into their computers during the lesson, their preparatory work would be put to good use next time. When discussing work with a group of Year 6 pupils, they clearly showed a good command of knowledge of the work in the communication strand of the subject. Equally they could describe aspects of data handling, making graphs and creating a database for science, without difficulty. Although they had used a programmable floor toy and an on-screen icon to which they gave instructions in order to draw shapes, none had had the opportunity to use the computers for sensing, measuring or data logging. Teaching in both lessons was very good, with the teachers showing good and sometimes very good subject knowledge. In one lesson, the support given by the learning support technician, who specialises in working with the computers, was a significant factor in the good progress made by pupils. As a result, pupils really enjoyed their lessons, behaved very well and learned quickly.
8. Pupils achieve equally well in the other subjects with music standing out, along with swimming, which was a weakness at the last inspection.

9. Pupils with special educational needs learn and achieve well in this school. They hold on to an interest in learning because of the teachers' expectations for them, and the support they receive. An instance of this was the rapt attention of Year 4 and 5 pupils with specific learning needs who hung on to every word of a literacy lesson on rhyming verse. This was because the poem, 'Best Friends' has been carefully chosen to match the reading and interest level of the group and also because the poem was chosen to take their interest and amuse. Excellent teacher-pupil relationships added to its value.
10. The good and often very good progress is because of accurate identification of needs that leads to very effective planning and teaching. The teaching is strongest in Years 2, 3, 4, 5 and 6 because of setting arrangements that allow teachers to plan very appropriately for the needs of pupils in Units 2, 3 and 4 who continue to struggle with basic reading, writing and number. Special needs support assistants and general teaching assistants give very good support to groups of pupils during lessons because they know the pupils' targets on their individual action plans, understand the teacher's planning and are skilful in directing the pupils towards their goals. In Reception and Years 1 where there is no setting, and where the need is often for broken down step-by-step learning of the very basic skills of reading writing and number, the in-class support is not always quite specific enough to help those who struggle the most.
11. An important reason for the high quality of provision is the smooth management of special educational needs. The special educational needs coordinator (SENCO) 'takes the administrative load' for her colleagues by ensuring that the school is up-to-date and efficient with its procedures. The new Code of Practice is well in place and teachers are now using new formats for recording all aspects of their special educational needs work. Class teachers write the individual action plans for pupils in their classes so are very familiar with each child's targets, which are specific and realistic in number. The same is true of the teaching assistants who work with the pupils.
12. Pupils from minority ethnic groups including those for whom English is an additional language (EAL) achieve very well in this school. Pupils who come into Unit 1 speaking mostly their mother tongue of Urdu learn English quickly enough to enable them to reach the level of reading, writing and mathematics expected for all seven year olds. Pupils in junior classes whose home language is not English make the same rate of progress and achieve as well as the rest of their year group by the age of 11.
13. There are a number of factors behind this success. All of the staff is committed to equality of achievement and their work in EAL is very well led and managed by the manager for this area. She is highly committed and has developed expertise in the subject that benefits her colleagues and those in other schools through her input to local education authority courses. She rightly says that "It wouldn't work if it was just me" but she gives a sense of direction as well as specific support to the teachers. The work of the full-time bilingual classroom assistant is well managed and, therefore, effective. Her work is neatly timetabled and her input is targeted sharply at where it is most needed. Her planning is part of the planning for the unit and year group so that she can help pupils to benefit from the content of literacy and numeracy lessons.
14. Teachers constantly look for new and innovative ways of meeting the needs of the learners of EAL. A by-product of this is that many of the techniques tried, such as the

use of matrices for recording and writing frames, have been adopted as general 'good practice' for the school. The manager and class teachers look out for new resources and a stock of good quality dual language books is being developed. Whilst speeding along the targeted pupils' ability to speak, read and write English, the school shows the pupils and their families that it values their mother tongue. There is dual language labeling throughout the school and staff are encouraged to add dual language labeling to their displays. The school might consider if the teaching does quite enough to allow the pupils to use their first language skills and to build upon these when appropriate. Otherwise, the picture is one of very good, highly effective provision and very good learning which mirrors the achievement for all.

### **The youngest children flourish as enquiring learners and make rapid strides in personal skills.**

15. Since the last inspection, the school has extended its provision for children in the Foundation Stage whilst maintaining its overall quality. The recent addition of a Nursery class has been managed very well despite budget limitations, so that transition from Nursery to Reception is seamless. Children flourish and develop as enquiring young learners because each setting offers the same high quality learning environment, resources and materials for exploratory play and learning. Nursery and Reception teachers meet and plan together and children benefit from the teachers' feeling of being 'part of a wonderful team'. The secure, supportive environment and good teaching mean that the children make rapid strides in all aspects of personal, social and emotional development, and most exceed the Early Learning Goals in this area. They also do well in the exploration and investigation cluster of knowledge and understanding of the world and in physical development.
16. Teaching is good overall and very good in some areas of learning. Teachers create a warm, welcoming atmosphere so that the children feel secure and happy in every class. For instance, each teacher placed an easel by the door with the Monday morning message 'Welcome back to school. Come and find me to tell me about it'. Relationships with the children's families are fostered during this 'arrival' period as in many other ways, because they are deeply valued by the teachers. Throughout the unit, adults give just the right amount of support whilst encouraging children to be independent. 'Whisper with your partner where you would like to go' says one teacher to encourage self-directed choice. This approach means that the children organise themselves and move confidently around the many interesting activities set out for them. They soon learn to dress and undress themselves. For instance children in the Nursery could mostly pull on and fasten the waterproof leggings, cagoules and Wellingtons needed for outdoor play.
17. The way the teachers make fullest use of all available resources explains the very good progress in the exploring and enquiring cluster within knowledge and understanding of the world. Because of limited funds, the outdoor play area is at present underdeveloped but on go the Wellingtons, and out go the children to explore the properties of mud, puddles and do mural painting with sponges and a bucket of paint. The central positioning and excellent size and freshness of large apparatus such as sand and water trays and large scale construction, encourages children to investigate all sorts of objects and materials and to build and construct well. The teachers plan for time to talk with the children in these activities so that the learning is maximised. Most pupils achieve well beyond the Early Learning Goals in physical development. A very good PE lesson with Year 1 pupils showed that children develop very good body control and co-ordination by the age of five. They could find and hold a good variety of balance on 'patches' and moved in the large hall space very well. They also attain the goals in creative development, especially in imagination and

expressing their feelings and ideas. 'I saw all the colours of the rainbow' and 'They lit up the night sky', say the pupils after Bonfire Night.

**The excellent direction provided by the Headteacher, the strong team spirit which supports decision making and an exceptional programme for staff development.**

18. The direction the Headteacher gives to the school is second to none. There is no doubt that he is at the helm of a well-run ship. All that should be in place is and most importantly it is evident in the practice and purpose of the school not just on paper. The management structure is keenly thought out and very successful. It is aimed at, allowing staff skills to be used and builds in levels of accountability which are driven by the prime aim that the team ensure the children receive the 'best with what is available'. The Headteacher and the experienced Deputy Headteacher have skills which are complementary. The Deputy Headteacher has a number of delegated responsibilities and she fulfills them very well indeed, particularly her work on managing the school's staff development programme to ensure school and personal, professional staff needs are catered for. The plan is excellent; responsive to individual needs but looks forward to what might be needed next in school improvement. It is exceptionally well linked to funding, is inclusive and acts as an informative tool to governors in monitoring school expenditure.
19. A senior member of staff is responsible for self-evaluation and assessment within the school. The two are intertwined well and all actions are focused on raising standards and result in target setting and target getting. The self-evaluation document gives credence to the essential elements of monitoring and evaluation and taking action. Staff are open to constructive comment which can help them move forward. In fact a key strength of the leadership of this school is the way in which the school embraced the inspection as an objective tool to give direction for the future. Areas for further improvement are already being addressed.
20. The unit leader structure for managing class groups is very well founded and is instrumental in creating rafts of responsibility to ensure standards are as good as they can be and staff are functioning within a coherent framework. Each unit exercises a degree of autonomy and its organisation is fluid to best cater for the pupils' needs and the demands of the themes. The staff within the units are very much, smaller teams within the whole. There is a strong team spirit, which pervades the school and is inclusive of both teaching and non-teaching staff.
21. Leadership and management in the school are the driving force behind its success.

**The governors' role in applying the principles of best value and in holding the school to account.**

22. At the time of the last inspection the work of the governing body was an issue for improvement. Not so any more. Following considerable changes in membership and leadership the governing body is now an active force within the school's management. The governors meet their statutory responsibilities well. Performance management is well in place and part of the cycle of events. The governors have links with key areas of work, for example, special educational needs and literacy and numeracy. The governors are very well informed about the school's work because the Headteacher reports fully and regularly and they are active within and about the school. For example, some serve on the community council sub committee and the Chair of Governors is regularly in and around the school seeing it at work.

23. All funding is very carefully targeted to support pupils. For example, The Ethnic Minority Achievement Grant funding is used to very good effect. The manager works with the Deputy Head to decide upon the allocations to staffing, staff training and resources and this works well. Support is continuous and flexible enough to be where it should be at the right time because of the full time appointment of the bilingual teaching assistant.
24. Governors are interested, involved and hold the school in high esteem. Nevertheless, they fulfill their role very well in holding the school to account and asking pertinent questions.

**Pastoral care is excellent and the procedures and assessment of pupils' needs are mainly very good.**

25. The excellent level of pastoral care and the secure personal relationships provide protection for the children's welfare and guarantee appropriate support if needed.
26. The school environment is a safe, secure sanctuary for learning and the pupils enjoy attending. They benefit from the learning opportunities. The involvement of parents and pupils in the partnership to ensure behaviour standards and the use of consistent behaviour management add to the standards achieved by the school. The school is actively involved in the 'Healthy Schools Campaign' that seeks to encourage a healthier diet.
27. At the last inspection, whilst procedures for assessment were satisfactory, there were a number of improvements needed. Since that time the school has developed its procedures well and is now making much better use of the results of assessment in order to support planning and raise standards. Procedures and the use of assessment are now both very good from Year 2 onwards.
28. At the end of both Year 2 and Year 6, an analysis of test results is used to guide the development of teaching and learning for the next year. Already the school has pinpointed weaknesses in mathematics, in measuring and in the process of carrying out problems relating to subtraction.
29. The assessment coordinator has developed a most useful tracking system, which shows teachers not only what individual pupils have achieved, but also what might be expected of them in the next school year. These targets are often shared with pupils, in language they can understand, so that they might share in the process of checking their own progress. From Year 2 to Year 6, annual tests help teachers check on progress and adjust targets and goals for the forthcoming year. It remains only for the school to make full use of in ICT in order to make the tracking system more accessible to staff via their computers. The assessment coordinator is shortly to receive training aimed at putting this into effect.
30. Each term, pupils complete a further set of tests, or continuity exercises in writing and mathematics. These are used well by both staff and pupils, with pupils having access to their continuity folders, so that they might be part of the target setting process.
31. Teachers use the results of tests very well to help them create specific groupings within classes and units for both English and mathematics. They are used extensively to create other groups for special support in both SEN and for pupils with EAL. More especially, teachers are making very good use of their assessment information so they might make adjustments to planning and make their teaching and pupils' learning more inclusive of all groups and abilities within their classes.



32. The progress of the pupils with EAL is carefully monitored in line with the school's assessment practices. It makes good use of the LEA's annual assessment of the five stages of language acquisition reached by pupils in order to plan provision and determine progress. The teaching assistant also carries out in-house assessment of oral language, reading and writing in English as part of her role. This means that planning for EAL is sharply focused and effective.
33. There is no confusion between pupils with SEN and additional language learners. At the moment there are a few pupils on the special needs register, and their needs are identified with help from the SENCO. The school knows the importance of accurate identification and monitoring of progress and has recently updated its battery of suitable tests. Pupils with special educational need benefit from the good work of the school's monitoring and tracking processes and in target setting for all pupils. Teachers know how well the pupils are doing and adjust their teaching on an almost daily basis to suit the needs of the different groups. For instance, very effective teaching in a mathematics lesson to the Year 4/5 specific needs group of pupils was based upon evaluation so that the programme for the week was tentative and amended, to improve the match of teaching to need. The content of the lesson was taught in a step by step way with plenty of practical experience, questioning and discussion. Recently introduced assessment formats and folders for the teaching assistants is helping to ensure a tighter monitoring of targets in between reviews.

**The school increases pupils' confidence, motivates them to learn and promotes excellent attitudes, morality, relationships and very good behaviour.**

34. The pupils' attitude to their school is excellent. This is supported by their excellent relationships, their very good behaviour and personal development. Attendance is satisfactory. The pupils' enthusiastic attitudes are a response to the challenging work ethic of the school, the significant pastoral commitment of the staff and the stimulating learning activities. Pupils work very well in supporting one another and they display concentration and perseverance in completing tasks. At the start of the day's lessons, pupils in a mixed class for Reception and Year 1 quickly settled and moved independently to a range of activities. They help one another to don aprons and help the teaching assistant to open packets for the snack table. In an English lesson for a mixed class of Years 2 and 3 pupils were learning how to plan a story structure. Several showed confidence in reading out their own work. All groups were working very well on their own tasks even when not directly supervised. Pupils in Year 6 were enjoying a mathematics lesson learning how to select 'key' information to solve word problems. When challenged to explain their thinking, they were happy to do so and showed confidence and the ability to explain how they solved the problem. They showed great interest in the lesson and enjoyed the challenge.
35. Behaviour is very good. Pupils happily chat at lunchtimes, welcoming anyone to their table. At break sessions, the range of areas and activities keeps them occupied and self-discipline is very good. Pupils do not have time to be naughty because there is so much to do. A small number of pupils have challenging behaviour but the school cares very well for them and ensures they do not disrupt their own or others' learning.

**The curriculum provides a wealth of opportunities to develop pupils' personal skills and broaden their view of the world; it is enhanced by an outstanding range of extracurricular activities.**

36. The appropriate statutory curriculum is well in place. Learning opportunities are very good in the Nursery and from Year 2 to Year 6. They are good in Reception and Year

1. Learning is well planned throughout the school and the school makes good use of the national strategies for both literacy and numeracy. However, in the period that pupils are in the Reception and Year 1 classes, progress here is not as sharp as it might be and opportunities for pupils to record and organise their own work are somewhat restricted.
37. In spite of the clear focus on raising standards in English and mathematics, the school has also been successful in maintaining a wide and vibrant curriculum. It is particularly successful in its work in art and music. The latter, in particular, provides well over 100 pupils with very good and sometimes excellent opportunities to make music in recorder groups, brass ensembles, choirs, steel band, folk group and other forms of music making. As a result of the quality of this work, many pupils then take part in festivals such as the Rochdale Festival of music, dance and speech at which the school regularly gains many commendations. Within lesson time, music is equally good and provides all pupils with access to a wide range of listening, composing, singing and playing opportunities.
38. The school has made significant progress in the provision for this aspect of pupils' development. Their moral values are excellent and their spiritual, social and cultural values are very good. Aspects of awe and wonder are clearly evident in subjects across the curriculum. Moral values are paramount in relationships and all aspects of school life. Social values are evident across the school, and the pupils are introduced to a range of environments outside of school to broaden their experience of relationships and social interaction.
39. The pupils' spiritual development is encouraged through subjects such as art, where they have produced some excellent displays of Aboriginal art and related to its ancient origins; similarly in producing art following the style of Andy Goldsworthy, using natural items such as tree branches, leaves and shells to produce shapes and patterns. The quality of their work reveals a clear pleasure in producing art from such media. In science they have experimented with electrical circuits, and in design and technology (D&T) made three –dimensional designs. All of their work is carefully displayed about the school, celebrating their achievement and illustrating their pride.
40. All staff are constant and consistent in their management of behaviour and firm in their commitment to resolve issues through conciliation rather than conflict. Parents are encouraged to be involved in this through the home/school agreement, and pupils are required to abide by the no fighting agreement. In consequence the learning environment is calm and constructive and lessons progress without hindrance.
41. The involvement of the pupils on the school council adds to their very good social development and provides the opportunity for them to present their views and to influence aspects of their school life. They respond well to this in a mature and constructive way and are proud when they see their ideas come to fruition, such as better play equipment and the Pagoda and picnic areas. In all areas of school life they are seen to help one another and they are respectful and friendly with visitors. They enjoy a range of interaction with other organisations through outside visits and visitors into school.
42. The cultural diversity of the school is well used to develop insight for the pupils into the values, beliefs and customs of different ethnic cultures, and to value and respect each other. Some of the pupils have studied life in Victorian Britain and how it affected the lives of young children at that time. Others have studied life in Ancient Egypt. In religious education (RE) the children are introduced to the teachings of the Jewish and Islamic religions. About the school there are greeting signs in multiple languages.

All of the pupils at this school enjoy a friendly acceptance of one another and relationships are well integrated and harmonious. The work of pupils is carefully displayed in every area of the school, celebrating their successes and showing the richness of the curriculum. The school values the backgrounds and cultures of all groups of pupils. Teachers are informed of the dates of the main religious festivals of the minority ethnic groups and celebrate these when they can. For instance a fashion show and Asian dancing celebrate the end of Ramadan. Parties celebrate Christmas and Eid jointly in December. Literacy lessons use stories from other cultures and there is a multicultural instrumental workshop. The bilingual assistant is available to parents for an oral translation of school letters and is present at parent meetings and interviews should the parents wish this. As a result pupils value each other and work together in racial harmony.

43. The school provides an excellent range of extracurricular activities. Alongside the development of the community use of the school, over a number of years, the school now offers a very wide range of opportunities for pupils to take part in sporting, musical, artistic and cultural activities, thus extending the curriculum for them. The list of clubs now stands at over 40.

**Communication with parents and links with the community are very strong.**

44. Shawclough is a designated community school with additional accommodation to serve its community from early in the morning until 9.00pm in the evening. Working very closely with the community officer, who also supports school administration, extensive pre and post school care facilities, including a breakfast club, are offered. The community side of the school has recently had to reduce the services it offers due to cuts in funding but nevertheless it provides the school community with a broad focal point for learning for adults and pupils. Much goodwill is shown by the senior staff in the school to safeguard the quality of provision. The community council is a sub committee of the governing body and carefully monitors the support it offers. A number of parents sit on the school's environment and community committees and are active in supporting the school's charitable fund raising. Not only is the community heavily involved in extracurricular activities, but business links, visitors to the school and visits the school makes to local places of interest, place the school firmly at the heart of the community.
45. The school makes every effort to ensure effective links with parents, to involve them in the life of the school and to provide information. The parents' responses indicate strong approval for the provision made. Although there is no parent/teacher association, a number of parents have been involved in helping with the development of the school environment. Some parents accompany pupils who are attending trips to outside venues. Each day parents were seen to be welcomed into school and everyone knew the routines.

**WHAT COULD BE IMPROVED**

**Assessment and its use to plan the next steps of learning and raise standards as the children move through the Early Years into the infant stage of the National Curriculum.**

46. The school currently uses a locally recommended test in order to establish children's abilities on entry to full-time school. However, it does not have a similar test to administer at the end of their time in the Reception class in order to check how much

they have achieved in their first year in full-time education. As a result of weaknesses in recording, especially in progress related to reading, much useful information is missed and standards are not as high as they might be. Progression in learning how to read, write and use numbers is not as strong as progress in other aspects of learning. Reception class children show readiness for structured reading and recording but opportunities are missed to enable them to progress in recording. This happens because assessment and planning are not driving the learning forward well enough. The Early Learning Goals are referred to in planning but the teachers do not formally check for progress along the 'stepping stones' laid out in national guidance for the Foundation Stage. They make carefully noted on-going observational assessments of the children but do not record and monitor achievement more formally at key points. Progress in writing is not tracked to indicate levels of achievement and skills acquired. Therefore, by the end of the Reception year, fewer than half of the pupils are attaining the level expected for five year olds in reading and writing.

47. They do better in mathematical understanding overall, but some higher attaining children are capable of more complex work. Children learn to read, write and use numbers more slowly than they should given their good progress in dispositions and attitudes towards learning. The richness of experience does not come through in the teaching of these areas as elsewhere. Teachers are over-anxious not to inhibit confidence and joy in learning by formalising the curriculum too much, too early. As a result, the teaching of mathematics and language and literacy is not threaded through the whole curriculum and teachers miss opportunities for children to respond to print and use numbers for themselves throughout the day. Although there are writing areas, there are not enough captions, labels, messages and word banks to promote and help with writing and reading; or number lines and charts to remind of order and sequence. Daily numeracy and literacy lessons are effective in introducing the key skills to the whole class but these are not sufficiently practised and reinforced in other tasks and activities. Because there is no formalised system of recording what children can and cannot do against the Early Learning Goals and into the related National Curriculum objectives, some children do not go as far as they could. For instance, a high attaining reader at this early stage in Year 1 could read fluently, using punctuation to give expression. But she struggled with de-coding 'juicy' because she had not yet learned the sound made by 'ui', which this child was ready for. Pieces of writing written in July by Reception children show that only a few children securely grasp that a sentence is a unit of meaning and attempt to write and punctuate a short set of simple sentences. The children are not expected often enough to try to apply what they learn about literacy in the class sessions, by recording independently what they have seen found out and enjoyed in the focussed activities of the day.
48. In summary, assessment planning does not rigorously enough reflect the Early Learning Goals. There is not enough recorded assessment, monitoring and target setting to bring the early years in line with the rest of the school. The school acknowledges the need to combat this and already has begun the process.

**Planning to extend the use of pupils' speaking, reading and writing skills in the other subjects.**

49. The national strategy for literacy has been adopted by the school and is well embedded in its work. Teachers have for some time felt constrained by the organisation of the literacy hour and also feel it has diminished a previously valuable emphasis on improving and using pupils' speaking skills and linking the skills acquired in literacy to work in other subjects. The inspection agrees that this highly skilled staff have a clear picture of the benefits focused literacy teaching has added to pupils' learning. However, the time is ripe to revisit the teaching of the statutory English curriculum to ensure all elements are given due emphasis and keener thought is

given to how time may be used to maximum effect to make learning as meaningful as possible, whilst safeguarding the direct teaching and learning of key literacy skills.

50. In scrutinising pupils' work and teachers' planning, the curriculum provision is well planned and there are some very good examples of pupils using, for example, their writing in the other subjects. However, this could be taken further. In planning the other subjects, much could be gained by the English coordinators sharing with colleagues how drama and structured role play may be used to stimulate learning and how reading and writing skills may be used as a vehicle for research, recording, organisation and presentation of work. There are some lost chances to seize on every opportunity for pupils to read and write for real reasons and to transfer their acquired skills to everyday work. For example, when recording accurately the materials needed for a science experiment on dissolving sugar, older pupils were logical and neat in their presentation but they could have profitably remembered to use bullet points to record their methods or used numbered lists to catalogue equipment, thus improving presentation and readability and making the text fit better the purpose. A review of how, why and to what end printed worksheets are used would also support pupils in applying their skills to explain what they know using sentences, description, flow charts and their own words rather than reacting to set questions which often demand one word answers or short phrases of them within a limiting format. This would give pupils more autonomy in making decisions for themselves, support assessment of what pupils have really gained from the task and enable them to be proactive and show creativity.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

51. **The governors, Headteacher and staff now need to:**

**Improve assessment and its use to plan the next steps of learning and raise standards as the children move through the Early Years into the National Curriculum by ensuring that:**

- precise analysis and records are made of pupils' progress in reading, writing and mathematics to provide suitably challenging work;
- other key staff monitor progress and support in related subjects/aspects;
- the assessment manager retains an overview to collate and evaluate data and support with tracking and target setting.

**Plan to extend the use of pupils' speaking, reading and writing skills in the other subjects by ensuring that:**

- the literacy coordinators support staff in planning work so that English skills and targets are transferred to other subject work;
- further thought is given to how drama and structured role play can be used to stimulate writing;
- subject word banks are used to support reading and writing in all subjects;
- the use of worksheets is minimised to allow pupils to use their literacy skills.

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	33
Number of discussions with staff, governors, other adults and pupils	15

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	13	16	2	0	0	0
Percentage	6	45	43	6	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than two percentage points.

### Information about the school's pupils

#### Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	25	422
Number of full-time pupils known to be eligible for free school meals	0	71

FTE means full-time equivalent.

#### Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	40

#### English as an additional language

	No of pupils
Number of pupils with English as an additional language	77

#### Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	18
Pupils who left the school other than at the usual time of leaving	32

### Attendance

#### Authorised absence

	%
School data	6.5
National comparative data	6.0

#### Unauthorised absence

	%
School data	0.5
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

**Attainment at the end of Key Stage 1 (Year 2)**

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	27	32	59

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	18	23	26
	Girls	26	32	31
	Total	44	55	57
Percentage of pupils at NC level 2 or above	School	75 (86)	93 (89)	97 (85)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	26	21
	Girls	28	31	29
	Total	46	57	50
Percentage of pupils at NC level 2 or above	School	78 (88)	97 (85)	85 (77)
	National	85 (85)	89 (89)	89 (89)

*Percentages in brackets refer to the year before the latest reporting year.*

**Attainment at the end of Key Stage 2 (Year 6)**

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	37	66

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	25	29
	Girls	34	35	37
	Total	57	60	66
Percentage of pupils at NC level 4 or above	School	86 (75)	91 (78)	100 (90)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	16	25	23
	Girls	31	34	35
	Total	47	59	58
Percentage of pupils at NC level 4 or above	School	71 (76)	89 (79)	89 (87)
	National	73 (72)	74 (74)	82 (82)

*Percentages in brackets refer to the year before the latest reporting year.*

**Ethnic background of pupils**

**Exclusions in the last school year**

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	280	5	0
White – Irish	0	0	0
White – any other White background	1	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	73	0	0
Asian or Asian British – Bangladeshi	4	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	1	0	0
Black or Black British – any other Black background	0	0	0
Chinese	2	0	0
Any other ethnic group	5	0	0
No ethnic group recorded	17	0	0

*The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.*

**Teachers and classes**

**Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	19.3
Number of pupils per qualified teacher	24.4
Average class size	30

**Education support staff: YR – Y6**

Total number of education support staff	11
Total aggregate hours worked per week	351

**Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	25

**Financial information**

Financial year	2001/02
	£
Total income	973,022.00
Total expenditure	989,314.00
Expenditure per pupil	2,048.47
Balance brought forward from previous year	59,200.00
Balance carried forward to next year	39,900.00



Number of pupils per FTE adult	13
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*FTE means full-time equivalent.*

**Recruitment of teachers**

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

**Results of the survey of parents and carers**

**Questionnaire return rate**

Number of questionnaires sent out	475
Number of questionnaires returned	181

**Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	65	34	1	1	0
My child is making good progress in school.	50	43	2	1	4
Behaviour in the school is good.	66	29	1	0	3
My child gets the right amount of work to do at home.	35	43	11	2	9
The teaching is good.	61	35	0	1	3
I am kept well informed about how my child is getting on.	45	37	12	2	4
I would feel comfortable about approaching the school with questions or a problem.	66	31	2	0	1
The school expects my child to work hard and achieve his or her best.	67	28	1	1	3
The school works closely with parents.	53	37	6	1	3
The school is well led and managed.	67	29	1	0	4
The school is helping my child become mature and responsible.	63	30	1	0	6
The school provides an interesting range of activities outside lessons.	66	28	1	0	5