



Shevington Community Primary School

Inspection Report

Unique Reference Number 106413
LEA Wigan
Inspection number 277552
Inspection dates 22 May 2006 to 23 May 2006
Reporting inspector Mr Colin Smith CfBT Lead Inspector

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

Type of school	Primary	School address	Miles Lane
School category	Community		Shevington
Age range of pupils	3 to 11		Wigan, Lancashire WN6 8EW
Gender of pupils	Mixed	Telephone number	01257 252859
Number on roll	213	Fax number	01257 254956
Appropriate authority	The governing body	Chair of governors	Mrs A Ramejkis
Date of previous inspection	22 November 1999	Headteacher	Mrs Vicky Adams

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

In this average sized village primary school, the proportion of pupils entitled to free school meals is below average. The proportion with learning difficulties and/or disabilities is average. The vast majority of pupils are of White British heritage. Only a very small number of pupils are from minority ethnic backgrounds and none is at an early stage of learning English. A new headteacher was appointed in April 2005.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness and the value for money provided are satisfactory. Following a long period of the headteacher's absence, standards declined. The new headteacher's forthright and sensitive leadership has led to extensive improvements, noticed and welcomed by parents. Most pupils enter school with attainment typical for their age and reach the standards expected by the ages of 7 and 11. This indicates that teaching and learning and standards of achievement are satisfactory overall. The quality of education provided and standards achieved in the Foundation Stage are satisfactory but only because very recent improvements in assessment are leading to more purposeful teaching in the Nursery. Whilst pupils have been making good progress in Years 1, 2, 5 and 6, their progress has been slow in the Nursery and in lower Key Stage 2. These facts have come to light because pupils' progress is now rigorously assessed. Concerted action to raise achievement is evident in the increase in pupils' progress over the last two terms. Good leadership and management have placed the school in a strong position to move forward. The good level of care, guidance and support is a major factor in pupils' good personal development and safeguarding. The curriculum is satisfactory, although pupils' independent learning and investigation skills are not developed sufficiently in all classes. This is why achievement in science is limited, particularly that of more able pupils. The school has undergone radical self-evaluation and the information has been openly shared. Consequently, staff and governors have a true picture of the school's strengths and weaknesses and their judgements mirror those of the inspection team in virtually all aspects.

What the school should do to improve further

- Improve teaching, learning and achievement in the Foundation Stage and in lower Key Stage 2 in order to raise standards.
- Improve pupils' independent learning and investigation skills to raise achievement in science, particularly of the more able pupils.

Achievement and standards

Grade: 3

Standards of achievement are satisfactory. Pupils enter school with wide-ranging but typical attainment for their age. They make slow progress in the Nursery and satisfactory progress in Reception. Although most children reach the goals expected by the end of Reception, there is some catching up to do. Good progress in Years 1 and 2 enables pupils to make up ground and reach the standards expected in reading, writing and mathematics. Pupils' progress slows again in Years 3 and 4. This is why standards in Key Stage 2 have declined in recent years. However, pupils' progress accelerates in Years 5 and 6, particularly in English, mathematics and information and communication technology (ICT). Consequently, by the end of Year 6, standards are average in English and science and above average in mathematics. Challenging targets, based on secure assessments, are now set for each year group to ensure that the

school's overall targets are achieved. Pupils with learning difficulties and/or disabilities make good progress. The progress made by gifted and talented pupils is satisfactory in English and mathematics. However, more able pupils are still not fulfilling their potential in science, largely because investigation skills do not receive enough attention until Years 5 and 6.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Their spiritual, moral, social and cultural development is nurtured sensitively. Consequently, they develop respect for diverse beliefs and cultures and learn to make informed decisions. Three temporary exclusions, issued as a last resort, have eliminated inappropriate behaviour. The vast majority of pupils are polite, cooperative, very well behaved and proud to play their part in creating a happy school. As one child explained, 'There is no bullying because we treat others as we want to be treated.' Pupils have positive attitudes to learning. They enjoy school, particularly when they are encouraged to take responsibility for their own work. The temporary teacher in the Nursery is helping young children to become independent learners but this is not yet a consistent feature in all classes. The effective school council and eco committee enable pupils to gain important insights into their community and environmental responsibilities. They greatly value involvement in projects such as improving the playground. They are very aware of the importance of healthy lifestyles and have learned how to protect themselves from potential dangers such as drugs and alcohol. Good procedures to promote attendance and punctuality are working well. However, the overall attendance is average because of pupils taking holidays during term time.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. During the inspection, lessons were mainly good. This reflects the effective teaching by permanent staff and the positive contribution made by the three supply teachers. The good atmosphere for learning in lessons enables pupils to give of their best. Taking the school year as a whole, teaching is good in Years 1, 2, 5 and 6; however, there have been weaknesses in teaching in the Nursery and in Years 3 and 4. The Nursery classroom has not been made sufficiently stimulating to arouse children's curiosity. In Years 3 and 4, pupils had been copying work from the whiteboard. This does little to improve their writing and explains why achievement in writing has lagged behind other subjects. The headteacher has now made it clear that this practice is unacceptable. Pupils' learning is now rigorously assessed. The majority of teachers use the information well to provide activities that are well matched to pupils' different learning needs. This is helping all pupils to make good progress in the infant and upper junior classes. However, the purposeful use of assessment and the lack of opportunities for pupils to investigate

and learn for themselves remain the weaker areas in the Nursery and lower Key Stage 2.

Curriculum and other activities

Grade: 3

The satisfactory curriculum provided meets national requirements. Improvements to the timetable are having a positive impact. In response to the three lessons packed into the morning session, pupils say, 'We learn more in science and ICT and there is more time for fun activities in the afternoon'. A good personal, social and health education programme ensures that pupils become aware of healthy lifestyles and staying safe. Pupils with learning difficulties and/or disabilities are well catered for. More attention is now being directed towards gifted and talented pupils and their progress is improving in English and mathematics. However, pupils' investigation skills are not planned for sufficiently in all classes. This limits their progress in science and is the main reason why the curriculum is not as good as the school believes. Pupils' learning is enriched well through a wide variety of additional activities such as French, ICT, after school sports and the excellent European project. These experiences are invaluable in fostering pupils' lifelong interests.

Care, guidance and support

Grade: 2

The school provides a good level of care, support and guidance for its pupils. Pupils feel secure because relationships are good and adults are quick to dispel any anxieties. Robust child protection and health and safety procedures ensure that pupils are well supervised and cared for. Their personal needs are well understood. In partnership with parents and external agencies, the school is successful in identifying, supporting and safeguarding any vulnerable pupils. Pupils' academic progress is now tightly monitored. Faltering progress is quickly spotted and targets are set to help pupils to improve their achievement. Their written work is particularly well-marked in infant and upper junior classes, although feedback is not as constructive in other year groups. Pupils are well prepared for school, not least because of the good childcare provision. Their transfer to high school is enhanced by an effective project that enables pupils to introduce themselves and gives high school staff an opportunity to assess their ICT skills.

Leadership and management

Grade: 2

The quality of leadership and management is good. The school has endured a difficult period, but the new headteacher has revitalised it. A rigorous appraisal of the impact of teaching on pupils' achievement has revealed a picture of uneven progress. Teachers had been working in isolation. Although some teachers had maintained high standards, important weaknesses had gone undetected. The new headteacher's uncompromising determination to ensure that every child achieves well is fuelling the school's good

capacity for improvement. To this end, weaknesses in teaching and learning have been tackled courageously and sensitively. By sharing information openly with staff and governors, a collective sense of purpose has emerged. Senior staff are managing changes well and checking that improvements, for example in writing, are forthcoming. Subject leaders are becoming more effective in raising standards, although some are not able to achieve this without the headteacher's personal involvement. Pupils' progress is measured painstakingly each term. Where progress has been insufficient, additional support is provided and improvements are meticulously tracked. Pupils' achievement is clearly good in infant and upper junior classes. There are small shoots of improvement elsewhere but senior staff recognise there is more to do. Governors are now better informed and provide good support in holding the school to account. Good strategic planning ensures that resources are targeted precisely towards the areas requiring improvement. The school's traditional strengths, such as pupils' personal development and the way they are cared for and safeguarded, have been extended further.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	3	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We can see just how much your school is changing at the moment. We approve of the changes and are very grateful to you for helping us to understand them. The things we particularly liked were:

- your very good behaviour, friendliness, politeness and interest in learning
- the way you are all so well cared for and looked after
- the headteacher's and senior teachers' determination to ensure that you receive the best education possible
- the good teaching in Years 1, 2, 5 and 6 provided by your permanent teachers and the help you are getting from the supply teachers in the other classes.

Below are the things we have asked the headteacher, governors and staff to do to improve the school further.

- Make sure that you achieve equally well in all classes. At the moment, pupils make more progress in some classes than others. You can help by trying your very best whichever class you are in.
- Help you to improve your achievement in science by ensuring that pupils in all classes are encouraged to experiment and find out for themselves. We think this will help all pupils but particularly the more able ones.