



# Shaw Primary School

## Inspection Report

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**Unique Reference Number** 115058  
**LEA** THURROCK LEA  
**Inspection number** 279507  
**Inspection dates** 9 November 2005 to 10 November 2005  
**Reporting inspector** Ms. Pauline Allison LI

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

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<b>Type of school</b>	Primary	<b>School address</b>	Avon Green
<b>School category</b>	Community		RM15 5QJ
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01708852367
<b>Number on roll</b>	318	<b>Fax number</b>	01708851567
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms.Diane Faben
<b>Date of previous inspection</b>	9 October 2000	<b>Headteacher</b>	Ms. Linzi Robert-Egan

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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and two Additional Inspectors.

## Description of the school

Shaw Primary School is situated on a large estate in South Ockendon. The school has a nursery which children can attend on a part time basis from the age of three. The proportion of children eligible for free school meals is very high, as is the number who have special educational needs. Sixteen pupils are learning English as an additional language. The number of pupils from minority ethnic groups has risen to around 25% of the school population. Many pupils move into and out of this school during their primary education; this is much higher than in most schools. The children enter the school with very low levels of attainment and the area from which they come is much less advantaged than most places.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school which provides excellent value for money. The headteacher cares passionately about the pupils' education and all the staff share her commitment. She clearly knows where she wants the school to go and her excellent leadership has resulted in all pupils being exceptionally well included and having the very best start to their education. All staff are highly committed and promote effectively the school's mission statement. The school provides excellent guidance and support for the many pupils who enter the school after the start of reception. It has done extremely well in improving pupils' attendance but, nevertheless, the rate is still below that of most schools. The focus of the school is most firmly on the learning of pupils and their achievement, which is good with many outstanding features. Pupils who stay in the school the longest make excellent progress. By the time the pupils leave the school they reach average standards in mathematics and science, which is a remarkable achievement. Standards in English are still below average though. This is because pupils still struggle with language; this is their weakest area from the start of school life. The staff, parents and pupils are involved in regularly evaluating the work of the school to identify further improvements which will continue to raise standards. Children in the Foundation Stage enjoy an environment which enriches and maximises their potential. They make good progress during this stage. The extremely well thought out curriculum and the exceptionally wide range of after-school clubs provide excellent opportunities for pupils to extend their learning and develop their social skills. Teaching is good with excellent features. The emphasis is on all staff producing high quality teaching and excellent support is given to them, especially staff new to teaching. The school has changed dramatically since the last inspection. This is because of the impact of the outstanding leadership over the last four years, the focus on learning and achieving, significant improvements in the quality of teaching and the raising of expectations of pupils, parents and staff. The leadership team clearly have the capability to take the school a great deal further.

### **What the school should do to improve further**

- continue to improve pupils' language and literacy skills - continue to raise the level of attendance

## **Achievement and standards**

### **Grade: 2**

In this exceptional school the pupils achieve well and there are many examples of them making impressive progress. Those who stay the longest in the school do the best and achieve exceptionally well. Many children join the school with extremely limited communication skills, lacking the level of curiosity expected for their age. All staff in the nursery and the reception class ensure that children quickly become enthusiastic learners. Consequently, children progress well and join Year 1 with very positive attitudes to learning and improved knowledge and understanding, but the skills of

most are still well below expected levels. Attainment levels are below average by the end of Year 2 in English, mathematics and science in spite of a continuing pattern of good and often very good progress in Years 1 and 2. Between Years 3 and 6 pupils make satisfactory progress in English and exceptional progress in science and mathematics. These strengths mean that pupils reach average standards in mathematics and science by the time they leave school. This is a remarkable achievement. However, few reach expected levels in English by the end of Year 6 because of the legacy of their extremely low level of language skills on entry. The school sets challenging targets for pupils of all abilities and is working particularly hard to improve pupils' language skills and raise standards in English generally. The high mobility of pupils in and out of the school undermines the school's efforts and means that staff have much less time than usual to help them reach average and above average standards.

## **Personal development and well-being**

### **Grade: 1**

The pupils' spiritual, moral, social and cultural development and personal development are outstanding. Pupils' attitudes to their work, their behaviour and their enjoyment of learning are exemplary. Opportunities for pupils to develop an awareness of their own needs and the needs of others are deeply embedded in the culture of the school. This is exemplified by 'Family Shaw Time' when pupils of all ages meet and work together in 'mini-communities'. This has enormous impact on the increasing sense of self-worth of younger pupils and the maturity of older pupils. There is a comprehensive approach to preparing pupils for the future. Pupils have good opportunities to adopt a healthy lifestyle because of the focus on healthy eating and on physical activity. On a daily basis, as well as through special events in school and the local community, they make an exceptionally positive contribution as citizens. Personal, social and health education lessons are well planned and rigorously monitored for their effect on personal development; evidence shows significant impact. The democratically elected school council has an exceptionally powerful voice which includes monitoring teaching. The members take on considerable responsibility, showing great maturity. The strong focus on developing academic skills increases their economic opportunities. Attendance has significantly improved but is below the level of other schools. The school is working exceptionally hard to improve it further.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall and much of it is excellent. The school prides itself in its staff's high level of expertise and four teachers have been identified as lead professionals by the local authority. They provide particularly good role models for staff in this, and other schools. The school's emphasis is clearly on the pupils' learning and this is made explicit to them throughout all lessons. The considerable importance placed on helping pupils to assess and evaluate what they

have done well and what they need to do next. Teachers make good use of the 'learning zones', such as the listening area, to make sure pupils focus well. This has a remarkable effect and they know clearly what is expected of them when in these areas. Staff provide interesting material and make their classrooms highly stimulating and exciting. Pupils have very good opportunities for both independent work and to work in teams. The good use of computer both for learning and teaching significantly enhances pupils' skills. Teaching is planned extremely well and meets the needs of the wide range of pupils. Key workers and teaching assistants work closely with teachers to form a strong team. They are clear about their roles and responsibilities and support pupils very well. Teachers assess the needs of pupils very regularly and monitor their progress. In order to improve pupils' spelling and punctuation even further, marking could focus more clearly on these features in subjects other than English. Pupils enjoy their lessons. They know what their targets are and are keen to do well. They listen carefully to instructions and talk about their work confidently.

## **Curriculum and other activities**

### **Grade: 1**

The opportunities that pupils have to learn are excellent. The school provides children, including those in the Foundation Stage, with a very wide and interesting curriculum. Staff make sure that the curriculum is planned extremely carefully to take account of the interests and needs of learners so that all pupils can take part. In addition, their emotional development is also planned for through interesting and challenging activities. There are additional physical education lessons taught by a specialist teacher and another specialist teaches information and communication technology (ICT) in the new computer suite. The use of ICT is planned well across the school so that pupils develop their skills well and become competent users. The pupils' learning is enriched by a very wide range of visits and days where the school focuses on particular topics. Pupils learn to contribute to their community by attending local events and raising money for charities. There is also an outstanding range of extra curricular activities which over 80% of pupils attend. These include many sporting activities, cheer leading, Spanish and yoga. Displays all round the school both improve the environment and encourage pupils to think about their learning. The outdoor facilities also offer excellent opportunities for physical development and the school's site manager is building an amphitheatre to increase accommodation for drama.

## **Care, guidance and support**

### **Grade: 1**

The way the school cares for its pupils, from the earliest stages, is exceptional. Parents appreciate the way the staff make every effort to work with them to look after their children. All pupils are very effectively supported. For instance, a few pupils who are absent because of chronic illness are provided with activities at home when they are well enough. Teaching assistants provide very good support for learning in lessons and deal well with any small incidents which might disrupt the learning of the class. There are very good systems of rewards for both learning and behaviour. The school

monitors pupils' progress exceptionally well, both individually and by different groups. Pupils know who to go to for help if they need it and feel safe in the school. Procedures for child protection are well-established. There is excellent support provided for pupils who join the school other than at the usual times and for when they transfer to other schools.

## **Leadership and management**

### **Grade: 1**

The school is right to assess the quality of leadership and management as outstanding. The headteacher has created an excellent model of shared leadership where all staff are fully included in making important decisions about the work of the school. She is assisted very well by the deputy headteacher and the senior leadership team who share her passion and vision for the school. Working with other staff, pupils and parents they have developed a highly positive ethos. The emphasis on pupils doing their very best is at its heart. Governors have a very high level of involvement in the school and receive good training. They are highly supportive but always challenge the school, when needed, to do better. Resources are evaluated thoroughly and deployed well. All aspects of the work of the school are rigorously monitored and evaluated. As a result, the school knows its strengths and weaknesses exceptionally well. The school improvement plan is based on excellent self-evaluation, is clear and well-written and staff know the part they play in ensuring it is successful. All staff benefit from the attention to detail in their appraisals and the opportunities for professional and personal development. This helps them to reflect on what they do well and what they can do better in their work. The school welcomes all pupils, is highly proactive in preparing for the entry of pupils with disabilities and works closely with the local special school. The high mobility of pupils and the very low levels on entry to the school do not in any way move the school from its considerably high expectations. Pupils of all abilities make good and often exceptional progress because of these high expectations and the challenging targets that are set for them. The school is very well placed to improve 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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	4	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

You may remember that three inspectors came to visit your school recently. We really enjoyed meeting you. Thank you very much for talking to us and letting us see you enjoying your work, play times and clubs. You told us you like Shaw Primary very much and think it is an excellent school to come to, and we agree with you. The things we liked best about your school were: - your headteacher knows how important it is for you to enjoy school and work really hard - the way all the staff at your school make sure that you have interesting work - you have lots of clubs to go to and so many of you enjoy going to them - you and your teachers work very hard to help you make good progress - you have a very friendly school, like a family, where everyone works and plays together happily To make your school even better we have asked staff: - to try even harder to help you improve your reading, writing and spelling in all your work - to make sure you come to school every day. This is something that you and your family can help with