

# Shacklewell Primary School

## Inspection report

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<b>Unique Reference Number</b>	100241
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	285752
<b>Inspection dates</b>	11–12 December 2007
<b>Reporting inspector</b>	Malcolm Johnstone

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	379
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Simon de Deney
<b>Headteacher</b>	Ms Darra McFadyen
<b>Date of previous school inspection</b>	11 November 2002
<b>School address</b>	Shacklewell Row Hackney London E8 2EA
<b>Telephone number</b>	020 7254 1415
<b>Fax number</b>	020 7254 1151

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large school is situated in a racially, religious and culturally diverse area with features of significant socio-economic disadvantage. There is a high proportion of pupils eligible for free school meals. The proportion of pupils who are from minority ethnic backgrounds is well above average. About one third of these are at the early stages of speaking English. There is a wide variety of minority ethnic groups and over thirty different languages spoken in the school. The largest minority ethnic groups are from Turkish, Black African and Caribbean backgrounds. About one tenth of the pupils are from refugee or asylum seeking families. The proportion of pupils with learning difficulties and those who have a statement of special educational need is above average. There are high but reducing levels of pupil mobility.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school with outstanding features. It celebrates diversity and inclusiveness in a calm and welcoming environment where pupils and their families feel valued and supported. There is a high degree of racial harmony and respect for the values and beliefs of others. Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. Pupils have an excellent understanding of how to stay safe and healthy. Most pupils behave well and make an excellent contribution to the community. Pupils respond very well to the exciting and varied activities they have as part of the outstanding curriculum. Good attendance reflects the pupils' outstanding enjoyment of school. Care, guidance and support are good.

Pupils achieve well. Standards were below average last year but in relation to their starting points, those pupils still achieved well. Pupils are making good progress this year and standards are broadly average. There is effective data analysis. This has resulted in successful intervention strategies that have targeted good support to pupils with learning difficulties, and those pupils at an early stage of English language acquisition. The school recognises that there is still scope to improve standards, particularly for the high attaining pupils.

Teaching and learning are good with some being outstanding. Relationships are excellent, reflecting the adult's consistent and effective approach to behaviour management. Most lessons are lively and stimulating and link activities to real-life situations. This makes learning interesting and relevant for the pupils. There are some inconsistencies in the use of marking to help pupils improve their work. In some lessons classroom assessment information is not always used effectively to challenge the more able pupils.

Leadership and management are good. A strong and highly committed teaching and support team has been developed. The headteacher leads the school very well and is an excellent role model in her commitment to meeting the diverse needs of the pupils. The deputy head, senior teachers and all other leaders, managers and governors support her well. There is accurate evaluation of the school's performance, resulting in appropriate priorities for development. It has been successful in improving important aspects of the school's work, for example, the teaching of reading and writing. There has been good progress since the previous inspection and the school is well placed to improve further. The large majority of parents are pleased with all aspects of the school's work. A small minority feel that the school does not take enough account of their views. This is not supported by evidence from the inspection. As one parent commented, 'Communication, accessibility and dialogue has improved considerably over the past two to three years'.

## Effectiveness of the Foundation Stage

### Grade: 2

Most children enter the Nursery with abilities well below the expected levels for their age, and for many, English is not their first language. Teaching is good and consequently children progress well. However, the teaching cannot fully compensate for the very low starting point of many children, and by the time they enter Year 1 they do not reach the levels expected for their age, especially in language and emotional development. The Nursery and Reception classes offer friendly and stimulating environments where individuals, especially those with specific academic and emotional needs receive good support. The curriculum provides very good opportunities

for children to be creative and independent and makes effective use of the indoor and outdoor accommodation. The newly appointed Foundation Stage manager is developing closer links with parents and improving the use of classroom assessment to match work more closely to pupils' individual needs.

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

- At all stages, including the Foundation Stage, sharpen the use of classroom assessment to ensure that pupils, particularly the higher attainers, are challenged consistently by tasks that match their capabilities.
- Ensure greater consistency in the marking of pupils' work so that they have a greater understanding of how they might improve.

## **Achievement and standards**

### **Grade: 2**

Achievement is good, and standards in English, mathematics and science are broadly average. The school is on course to reach its appropriately challenging targets for 2008. The dip in standards in the 2007 national tests for eleven year olds was due to higher than normal numbers of pupils with learning difficulties and pupils at an early stage of English language acquisition. All pupils achieve particularly well in writing, and Caribbean heritage and Turkish-speaking pupils have benefited from additional funding for the provision of writing workshops. Standards for boys in reading are improving because of effective strategies to improve their comprehension skills. Pupils who are new to the school settle in well and make good progress from their different starting points.

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

### **Grade: 1**

In a climate of tolerance and respect for the beliefs of others, pupils develop an excellent understanding of their emotions and those of others. This is a strong aspect of the school's work and enables vulnerable pupils to build their self-esteem and sustain excellent relationships. In this way, pupils are prepared well for the next phase in their learning. Older pupils particularly have outstanding attitudes to learning. Pupils say that they feel safe because they have confidence that their teachers will support and help them. One pupil commented that, 'our school is not perfect. Bullying is rare, but when it happens it is dealt with'. The excellent school council has made significant contributions to fund raising, improving toilets and designing a quiet garden area. Pupils contribute successfully to the attractive and informative newsletter produced by the parents' group.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning are key factors in pupils' good achievement. There are high expectations of behaviour and work ethic and most pupils respond well to these expectations. Relationships are excellent and these help pupils to develop self-confidence and to share their ideas openly. Resources are used well to support learning. There is good teamwork in the school and all teachers are self-critical and keen to improve further. They use a good variety of imaginative teaching methods, including drama and role-play. Teaching assistants

support pupils well, particularly those with specific learning needs. There are a few inconsistencies in the teaching; for example, classroom assessment information is not always effective in challenging the more able pupils.

## **Curriculum and other activities**

### **Grade: 1**

The exciting and creative curriculum meets the needs of pupils very well. Excellent links are made between subjects and these add relevance and meaning to learning. The curriculum is reviewed regularly to respond to the diverse and changing needs of the pupils. Information and communication technology and pupils' literacy skills support learning well in other subjects such as science and history. Pupils learn French and welcome opportunities to practise the language. They make many rewarding visits to places of interest. Very popular residential visits, for example to Wales, promote important aspects of pupils' personal development. An outstanding range of extra-curricular activities includes sport, music, gardening, art and drama. Excellent links with secondary schools prepare pupils well for transfer. Personal, social and health education are linked well to physical education and science, and meet very well the emotional needs of pupils.

## **Care, guidance and support**

### **Grade: 2**

The pastoral care offered to pupils is outstanding. Provision for vulnerable pupils and their families is excellent and the support on offer through the 'A Space' initiative is a valuable element of the provision. Robust systems, in line with local authority guidance, are in place to ensure pupils remain safe. There is good support for pupils with learning difficulties and the minority ethnic pupils who are at the early stages of English language acquisition. The school makes good use of tracking data to judge how well pupils are doing. The quality of marking is satisfactory because it is inconsistent; there are few comments that inform pupils how to improve their work.

## **Leadership and management**

### **Grade: 2**

The leadership team have ensured good achievement and improving standards. The headteacher and senior staff are excellent role models in their successful commitment to inclusion, and an 'all round' education for the pupils. They have been highly successful in creating an excellent climate for learning. There is a clear commitment to improving standards and this is the main priority in the good school improvement plan. There are good links with parents and outside agencies and these have a strong impact on pupils' learning. Some middle managers are new to their posts but nonetheless have quickly established the right areas for development. It is, however, too early for this to have had a significant impact. There is a good programme to ensure that the headteacher and curriculum leaders regularly monitor teaching. This has had a positive impact in improving the teaching of reading, but has been less successful in ironing out inconsistencies in marking and day-to-day assessment. Governors have a good understanding of the key strengths and areas for improvement, and are involved successfully in planning the strategic direction of the school and in holding it to account.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

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



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

20 December 2007

Dear Pupils

Inspection of Shacklewell Primary School, London, E8 2EA

All the inspectors would like to thank you for your warm welcome and for talking to us about your school. We agree with you that Shacklewell is a good school with some things that are outstanding. You clearly enjoy your lessons and the many other excellent and exciting activities that take place. You say that you like school and that your lessons are enjoyable and interesting. We agree with you because we too enjoyed being in the lessons. You behave well and were polite and helpful to us. We think the 'pupils' voice' is great and they take their responsibilities very seriously. They told us that there is sometimes bullying but that it is always dealt with well. We were very impressed by how much you know about healthy eating and how to lead a healthy lifestyle. It was good to see how you work really well as a group and share your ideas with each other. This is helping you to prepare well for secondary school and for your future lives.

It was pleasing to see how well you all get on together and how much all the teachers and helpers care about you and want you to do your best. We have seen some lovely writing, mathematics and science work. Even in a good school there are still some things that can be improved. You are doing well in all your lessons, although we have asked the teachers to make sure that all the work they give to the faster learners is a little harder and makes them think more. We have also asked the teachers to include more comments in your books to help you see how your work might be improved.

Mr M Johnstone Lead Inspector