



Shawclough Community Primary School

Inspection Report

Unique Reference Number 105766
Local Authority Rochdale
Inspection number 287324
Inspection dates 1–2 November 2006
Reporting inspector Mark Madeley

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

Type of school	Primary	School address	Thrum Hall Lane
School category	Community		Rochdale
Age range of pupils	3–11		Greater Manchester OL12 6DE
Gender of pupils	Mixed	Telephone number	01706 647991
Number on roll (school)	354	Fax number	01706 647991
Appropriate authority	The governing body	Chair	Ms Jo Lyons
		Headteacher	Mr D Kendell
Date of previous school inspection	4 November 2002		

Age group	Inspection dates	Inspection number
3–11	1–2 November 2006	287324

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school serving a community of varied social and economic backgrounds. The percentage of pupils known to be eligible for free school meals is above average and the proportion of pupils with learning difficulties and/or disabilities is below average. The majority of pupils are of White British heritage, though the school does have a growing number of pupils with English as an additional language. The school holds the Healthy Schools and Eco School awards.

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. In assembly, the pupils sang 'In school today, No time to waste, I can't wait to see everybody again.' The words reflect their enthusiasm and enjoyment for school life. Pupils are well cared for, happy and secure. Parents and carers are overwhelmingly supportive of the school and the school works hard to build links and involve them in its work. The headteacher has a high profile, and is an excellent role model for the outstanding teaching of spiritual, moral, social and cultural development. Pupils are encouraged to take responsibility from an early age and many older pupils confidently assist staff in their duties. They take an active role in decision making, for example as school councillors. They took a leading part in the project that resulted in the well-designed and extensively equipped playground that greatly adds to all pupils' enjoyment. They have many opportunities to take part in healthy activities through the generous physical education provision and the wide range of other sporting and extra-curricular activities the school provides. Healthy eating is encouraged and greatly aided by the extremely high quality of the school lunches. Pupils display high levels of maturity and develop impressive independent and team study skills, which add greatly to the good progress they make. Pupils are also encouraged to develop care and sensitivity towards others through the imaginative curriculum provided. As a result of the school's work, most pupils have very positive attitudes to their studies and very strong relationships with the adults and pupils around them. These features underpin learning well.

Provision in the Foundation Stage is good. Consequently, the youngest pupils enjoy their activities and make good progress from broadly average starting points. Pupils continue to make good progress through the school to reach above average standards by the age of 11. This is because of good teaching and the high quality support provided for those with learning difficulties and/or disabilities and the growing numbers of pupils with English as an additional language. Teachers have high expectations of pupils' behaviour and work rate. Lessons are carried out at a good pace and involve pupils well. There are some inconsistencies in teaching across the school that need to be ironed out. Marking and target-setting are not always used effectively enough to pinpoint the next learning steps for pupils or to help them improve their work. Occasionally, some pupils are not challenged as effectively as they could be. Their progress is slowed as a result.

The school is well led and managed and staff expertise is developed well. Self-evaluation is broadly accurate and leads to the school having an appropriate understanding of its strengths and weaknesses. Staff at all levels show a high degree of commitment and work well as a team. The monitoring of teaching and learning has been less rigorous and effective during the last school year than in the past. As a consequence, inconsistencies in this area have not been fully remedied. The governing body is enthusiastic and hard working and carries out much of its work with skill and diligence, although its role in monitoring the work of the school and planning for improvement is not yet sufficiently well developed. The school provides good value for money. It

has made good progress since the last inspection and has a good track record of successful pupil achievement. It has good capacity to improve in the future.

What the school should do to improve further

- Iron out inconsistencies in teaching to ensure all pupils make the best possible progress.
- Increase the effective involvement of the governing body in monitoring the work of the school and planning future developments.

Achievement and standards

Grade: 2

Children enter the school with skills that are broadly similar to those expected for their age. They make good progress in the Foundation Stage. They build solidly on this good start to reach standards in the national tests for pupils at the end of Year 2 that are broadly in line with national averages. By the age of eleven, pupils have made good progress and consistently reach above average standards of attainment in English, mathematics and science. Pupils with learning difficulties and/or disabilities, those with English as an additional language and the few looked after children in school, also make good progress thanks to the expert care and support provided by the staff.

Personal development and well-being

Grade: 1

Pupils really enjoy coming to school and are encouraged to adopt healthy lifestyles and make a positive contribution to the community. The school has a caring ethos and this means that children feel safe and secure. As a Year 6 child commented, 'We don't allow people to hurt, fight or be nasty in our school, because we are all just one big family.' Pupils are keen to be involved in the community and have raised funds for various charities. They offer their opinions and help to effect changes in school through membership of the school council. Under its direction, for example, changes were made to one of the toilet areas. Pupils' behaviour is good; they show trust and respect for adults and for one another. Incidents of bullying are extremely rare, and pupils speak with confidence on appropriate ways of dealing with any unpleasantness. Pupils are particularly well prepared for their future economic well-being, developing personal and social skills, self-esteem and a clear sense of right and wrong. Due to the high incidence of extended family holidays, attendance is slightly below the national average, but the school is aware of this and is taking positive steps to minimise the impact on children's progress.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning is good. There are particular strengths in upper Key Stage 2, which clearly contribute to the good standards and progress. Good teaching is characterised by sharp pace, high teacher expectations and the promotion of independent and group working skills in pupils of all abilities. In most lessons, good behaviour, attitudes and relationships underpin learning well. Resources are used well to provide stimulating and interesting lessons and there is a strong sense of fun and partnership between learners and adults. However, there are inconsistencies between classes, particularly in the marking of pupils' work and in the use and sharing of targets with pupils to help them improve. Occasionally, some of the more able pupils are not challenged as effectively as they could be and as a result, their progress dips.

Curriculum and other activities

Grade: 2

The school provides a broad and balanced curriculum that meets the statutory requirements and is enriched by lessons in a modern foreign language, touch-typing and innovative daily massage sessions. A local high school welcomes older children to make use of their science laboratories, supporting them in achieving high standards in this subject. Pupils have many good opportunities to use information and communication technology in their learning. Extra-curricular clubs include sporting and musical activities add a great deal to pupils' learning and personal development. An 'Eco-Squad' attended by a dedicated team of children recycle waste products and has even grown their own vegetables. Older pupils enjoy and benefit from taking part in residential visits to outdoor education centres. There is good provision for those at an early stage of learning English. The school has successfully developed a themed approach to learning, linking subjects together. This is making the curriculum more enjoyable and accessible to pupils and their knowledge and progress is enhanced as a result.

Care, guidance and support

Grade: 2

Care, guidance and support are good, and contribute effectively to children's progress and enjoyment. Parents and children agree that school is a safe place where all are looked after very well. Break and lunchtimes are well supervised, and health and safety, child protection and recruitment procedures meet the latest government guidelines. Children happily anticipate their move to secondary education because of the good links established with schools in the locality to support the transition to the next phase. The school maintains high standards of care and support for children with learning difficulties and/or disabilities. Although the school tracks pupils' progress effectively, approaches to marking and individual target-setting are not consistent throughout

the school. This means that pupils are not always aware of what they need to do to improve their work, and this affects their progress.

Leadership and management

Grade: 2

The quality of leadership and management is good. Senior managers have developed a strong team ethos; staff are well motivated and work hard to bring about improvement. The professional development of all staff is very good and impacts well on learning. The Foundation Stage is well led and managed, which results in good provision for the youngest pupils. There is effective monitoring of progress and standards by senior managers and subject coordinators. The monitoring of teaching and learning has been effective in maintaining consistency in the past. However, this work has not been undertaken as rigorously in the last school year. This has resulted in inconsistencies in teaching and learning not being dealt with quickly enough. Although a programme has been re-established this school year, it has not fully resolved the situation. The governing body has recently undergone some significant changes in its membership. It continues to provide good support and expertise to the school. Governors are not yet actively involved enough in monitoring the work of the school or planning for its future improvement.

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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
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 behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
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?	2
How well are learners cared for, guided and supported?	2

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 performance is monitored, evaluated and improved to meet challenging targets	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	3
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

Thank you for being so friendly and for making us feel so welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your school.

What we liked most about your school:

- you like coming to school and everyone gets along very well
- your school and eco councils do a great deal for you and the school. Their work towards gaining the new toilets and your excellent playground are good examples of this
- most of you behave really well and do your best in your lessons
- the school keeps you safe and happy. Your massage lessons are one of the many ways in which you show care and respect for each other
- we are pleased that you enjoy the sports and music clubs after school.

What we have asked the school to do now:

- we would like your school to make sure that teaching is as good as possible in all your lessons so that everyone does as well as they can
- your school governors do a good job helping the school and we would like them to have a bigger part in making sure your school knows how well it is doing and planning for the future.

We appreciated talking to you and watching you learn. Well done. You should be very proud of your school. We wish you well for the future.