



# Shavington High School

## Inspection Report

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**Unique Reference Number** 111420  
**Local Authority** Cheshire  
**Inspection number** 288956  
**Inspection dates** 22–23 November 2006  
**Reporting inspector** Marguerite McCloy HMI

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>	Secondary	<b>School address</b>	Rope Lane
<b>School category</b>	Community		Shavington, Crewe
<b>Age range of pupils</b>	11–16		Cheshire CW2 5DH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01270 662111
<b>Number on roll (school)</b>	853	<b>Fax number</b>	01270 661305
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs M Simon
		<b>Headteacher</b>	Mr Robert Knight
<b>Date of previous school inspection</b>	12 February 2001		

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<b>Age group</b>	<b>Inspection dates</b>	<b>Inspection number</b>
11–16	22–23 November 2006	288956

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## Introduction

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

## Description of the school

Shavington High School is a slightly smaller than average sized comprehensive school situated in the village of Shavington, between Crewe and Nantwich in Cheshire. The great majority of students are of White British background and virtually all speak English as their first language. The proportion of students entitled to a free school meal is below average. The school is in a relatively socially advantaged area from which the majority of students are drawn. The proportion of students with learning difficulties and/or disabilities is just below the national average, as is the number with statements of special educational need. The school contains a designated resource base for 10 visually impaired students provided by the local authority for the south Cheshire area.

The school achieved specialist status as a science college in September 2006. It has also achieved Dyslexia Friendly School status, Inclusion Quality Mark, Investors in People award and the Cheshire Healthy Schools standard.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Shavington High school provides a satisfactory education for its students. Standards, although average, have not been as high as they could be for the last four years.

Recent improvements, for instance in mathematics and science, have resulted in the school reaching just above average standards overall by the end of Key Stage 4.

However, the school has not acted quickly enough to bring about improvements in Key

Stage 3, particularly English, or to ensure that more able students reach the higher levels

of which they are capable.

Teaching and learning are satisfactory overall and a good proportion is better than this,

although the quality of teaching is too variable to ensure that students make consistently

good progress. Teachers' marking is not always sufficiently regular or of a good enough quality to ensure that students have clear guidance about how to improve their work.

The majority of students enjoy school and attendance has improved this year so that it is

now close to the national average. Students generally behave well and have positive attitudes, although a minority let themselves and the school down on occasions.

The school is strongly committed to the inclusion of all students and this is reflected in

good curriculum provision and care, guidance and support. A good range of curriculum choices and vocational courses caters effectively for students' individual needs.

Extra-curricular activities and trips make a good contribution to students' enjoyment and

the development of their individual talents and skills. The school provides strong pastoral

care and is now aware of the need to increase its focus on the quality of learning and standards of attainment. Systems for setting targets and tracking students' progress have been introduced but these are not fully established or consistent across the school

and so have had limited impact so far on raising achievement.

Leadership and management are satisfactory overall but the school's monitoring and

self-evaluation is not rigorous enough to ensure that underperformance is clearly identified and eradicated. The school has made satisfactory progress since its last inspection, although it has been slow to tackle some issues sufficiently to bring about improvement, for example, in aspects of leadership and management.

The school's recent designation as a science specialist college is having a positive impact on the quality of the curriculum and improved resources. The school is optimistic that recent improvements in GCSE results in mathematics and science will be further strengthened in the future as a result of its specialist status.

Although the school's overall effectiveness is satisfactory, its performance in two respects, Key Stage 3 achievement and some aspects of leadership and management, are inadequate. Before its next section 5 inspection, Ofsted inspectors may visit the school to monitor the progress it has made in remedying these weaknesses. The school would receive two to five days notice of such a visit.

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

- Improve achievement at Key Stage 3, particularly in English.
- Improve consistency in the quality of teaching and learning and the marking of students' work.
- Use assessment information more effectively in lessons and to track the progress of all students.
- Improve the effectiveness of leadership and management in evaluating and improving the school's performance.

## **Achievement and standards**

### **Grade: 3**

Students' attainment on entry to the school is just above average. They make satisfactory progress overall and the proportion of Year 11 students who gained five or more GCSEs at grade C or above in 2006 was just above the national average. This was better than in 2005, when results were below the national average and showed that in some areas, for example mathematics, a number of students made inadequate progress. However, the proportion achieving the highest grades remains below average as more able students do not always reach their full potential. There are also variations between subjects.

Students with learning difficulties and/or disabilities are supported well so that they make satisfactory progress.

Results in 2006 national tests at Key Stage 3 were below the school's targets in mathematics and science and well below in English. Also, fewer students than expected reached the higher levels in these three core subjects, especially in English. This

represents inadequate progress for some students between Key Stages 2 and 3. The school is aware that more students are capable of achieving higher levels and has introduced strategies to remedy this, although the impact of these is not yet evident.

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

### **Grade: 3**

Students enjoy their education and most show good attitudes towards their learning. Their attendance is satisfactory and improving due to the school's efforts to tackle the well below average attendance during the 2004/05 academic year. Students are appreciative of the wide range of opportunities to take on responsibility and to participate in the school and the community more actively. For example, they do this through membership of the school council, mentoring and buddy work with younger pupils, work in primary schools, fundraising for charities and assisting teachers at a variety of school events.

Students have a good awareness of issues affecting their health and are encouraged to choose from a range of healthy options available in the canteen. Their spiritual, moral, social and cultural development is satisfactory.

Behaviour is satisfactory overall. Good behaviour was observed in most lessons and around the building. However, a small minority of students who display negative attitudes cause low-level disruption to learning in some lessons and show a lack of consideration to others in corridors and around the school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

In the majority of lessons students make satisfactory progress and in some lessons they make outstanding progress. However, the quality of teaching and learning varies considerably across the school. The planning of the best lessons results in a good pace of learning with enjoyable and engaging tasks that challenge the students' thinking. In these lessons students are keen to participate and grow in confidence as independent learners. Effective questioning and clear presentations enable students to understand new ideas rapidly. Teachers make good use of their knowledge about students' attainment and targets to set work that suitably matches individual students' abilities and potential. Relationships are good and students display positive attitudes towards their learning.

Where lessons are less effective, activities and resources do not match the students' abilities and aptitudes closely enough so they find tasks too difficult or too easy. Objectives are not clear and students are not always given clear enough guidance or deadlines to complete tasks. Students do not always have enough opportunity to explore and apply ideas for themselves so that they are not confident about what they

have learned. In these cases progress slows, students lose interest and concentration and their behaviour sometimes deteriorates.

The use of assessment to improve learning is not fully developed across the school. Some teachers are using assessment criteria well to show students how to improve and to involve students in measuring their own and others' progress. However, this approach is not consistent. Marking is variable in its quality and regularity and does not always give the students enough feedback on how they can improve their work.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a good curriculum, which caters for the needs of all groups of students and meets statutory requirements. In Years 7 to 9 students experience an appropriate range of subjects and gifted and talented students are enabled to gain additional qualifications. A broad range of academic and vocational courses is provided at Key Stage 4, within three distinct pathways. New vocational courses offered in partnership with local colleges broaden students' experience and develop essential life skills. Students who are disaffected benefit from a flexible programme including motivational placements. Some higher attaining students are entered for A level examinations in archaeology and music and a small number undertake a research project, which helps them to develop accredited independent study skills. The curriculum is enriched by many extra-curricular activities and visits and a range of sports and arts activities enables many students to develop individual talents and to contribute to the life of the school and the community. Specialist college status is strengthening links with primary schools, enabling specialist staff to provide subject expertise and resources in science and mathematics. It is too early to judge the impact of specialist status but plans are well conceived and have given added impetus to curriculum development.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, support and guidance is good and contributes well to students' enjoyment and well-being. A particularly good feature is the school's commitment to inclusion of all its students for which it has been awarded the Inclusion Mark. The high level of commitment and competence of pastoral staff in school and work with outside agencies enables all students to feel safe and supported, especially those with learning difficulties and/or disabilities. The arrangements for the safeguarding of students including those for child protection are in place.

The school enables students to make smooth transitions from one stage of their education to the next. For example, parents praise the school's work in preparing their child and helping them settle in when they come from their primary schools. Students are also well supported and informed about option choices in school and career and course opportunities beyond school.

The school recognises that the quality of its academic guidance needs to be improved through the tracking and monitoring of information, so that students are enabled to reach challenging targets.

## **Leadership and management**

### **Grade: 3**

Leadership and management of the school are satisfactory overall but with some inconsistencies. These lead to inadequacies in the way in which the school monitors and improves its performance.

Although key priorities have been established, the school's improvement planning is not sufficiently robust to ensure that actions are monitored, evaluated and reported on to secure improvement. Some targets are too broad and lack clear and measurable criteria by which their success can be judged.

The structure of the senior leadership team does not ensure that all have clear roles and accountability for key areas of development. This results in a lack of clarity about who has the final responsibility for ensuring particular actions are implemented and monitored across the school. For example, the school's systems for tracking students' progress and setting appropriately challenging targets are not secure or applied across all subjects.

Although the school's self-evaluation is generally accurate in its judgements, it lacks rigour in evidencing specific weaknesses within some lessons and taking action to tackle these. This contributes to inconsistencies seen in the quality of teaching.

The role of middle leaders is being improved through professional development, although their impact is not yet consistent in all subjects. Lines of accountability lack clarity and a clear focus on improving achievement across both key stages, but particularly at Key Stage 3.

It is recognised that a strong focus in the school's vision is inclusion, as reflected in the school's achievement of accreditation for this. The school's priority to raise achievement and aspirations is now also central to its vision but has not yet had an impact across all areas of its work.

The school has in recent months sought to improve consultation with staff, parents/carers and students in helping to shape the future direction of the school, particularly during the process of achieving specialist science college status.

Governors discharge their responsibilities adequately and are developing their ability to hold the school to account as a 'critical friend'. The school provides satisfactory value for money.

Although appropriate measures have been taken to promote improvement since the last inspection, some of these are too recent to show an impact on all of the issues raised at that time. The school has satisfactory capacity for improvement as indicated by the 2006 GCSE results and recently introduced strategies to improve its self-evaluation, monitoring and tracking of students' progress.



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## Inspection judgements

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

### Achievement and standards

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

### Personal development and well-being

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

### The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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**

I am writing on behalf of the inspection team to let you know the judgements we have made about your school following our recent inspection. We would like to thank those of you who talked to us about your work and life in school. We listened to your views and agree with the good points you made about your school and also with some of your ideas for improvement.

These are the main messages that we are giving in the full report about your school.

- Most of you enjoy school, behave well and attend regularly - a few let themselves down by showing negative attitudes, not attending regularly or not being punctual.
- Based on how well you were doing when you left primary school some of you are not making as much progress as you should, especially in Key Stage 3.
- The school's GCSE results in 2006 were a good improvement, although more of you in the future should be getting the higher grades at the end of Key Stage 4.
- The school is very inclusive. You appreciate the good quality care, guidance and support it gives to each of you and the good curriculum which allows you to make the most of your individual talents in a variety of subjects and vocational courses.
- Assessment could be improved in lessons and in marking so that you are set challenging targets and know exactly what to do to reach them.
- Teaching varies across the school so that it is satisfactory overall, but some of it is good and occasionally outstanding - in the better lessons we could see how much more you enjoyed your learning and so made better progress.
- Your headteacher and senior leaders could improve the way they gather evidence about how well the school is doing, set challenging targets for everyone and make sure that actions they have planned lead to better achievement.

An Ofsted inspector may visit the school before its next inspection, to check on the progress being made. You can help by making sure that you always come to school ready to learn and make the most of the opportunities you are given and carry on sharing your views and ideas for improvement through your school council members.