



# Shaw Wood Primary School

## Inspection Report

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**Unique Reference Number** 134363  
**Local Authority** Doncaster  
**Inspection number** 294127  
**Inspection dates** 4–5 October 2006  
**Reporting inspector** Jane Hughes

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 address</b>	Mere Lane
<b>School category</b>	Community		Armthorpe, Doncaster
<b>Age range of pupils</b>	4–11		South Yorkshire DN3 2DG
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01302 831307
<b>Number on roll (school)</b>	336	<b>Fax number</b>	01302 831307
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr J Gillis
		<b>Headteacher</b>	Mr Prest
<b>Date of previous school inspection</b>	Not previously inspected		

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<b>Age group</b> 4–11	<b>Inspection dates</b> 4–5 October 2006	<b>Inspection number</b> 294127
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school that opened in 2003 following the amalgamation of Shaw Wood Infant and Junior Schools. The proportion of pupils eligible for free school meals is higher than average. A smaller than average proportion of pupils are from minority ethnic groups, speak a first language other than English or have learning difficulties and/or disabilities. The school offers full extended provision (playgroup, toddlers, before and after school, holiday care) five days per week, 50 weeks per year through an independent charitable organisation, Natural Steps. A unique concept, CommUniversity (Kids College 5-8; Children's University 8-11; Parent Uni 16+), runs over eighteen weeks on Saturdays as well as after school. Approximately 80 pupils attend voluntarily on Saturdays to extend their midweek learning. The school achieved the British Council's Intermediate International School Award in 2006 for the strength of its links with European schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This outstanding school lives up to its vision of 'Putting Children First'. The very highest quality of leadership and management is behind the school's relentless climb to success. The motivational headteacher orchestrates a 'can do' culture for pupils, parents and staff. His strength lies in constant, crystal clear analysis of what will best accelerate pupils' progress. In three years, he has turned this new school into a highly innovative and successful place of learning. Senior leaders set very high expectations of pupils' progress and behaviour. The insistence on checking the impact of every decision and action emanates from meticulous leadership at all levels. The school's self-evaluation is modest in every area because the leadership feels there is still more to be done, particularly in terms of raising standards. Nevertheless, taking into account the significant changes pupils experienced in the school amalgamation, the outstanding progress pupils make, and the fast-paced developments in all aspects of its provision, the school provides outstanding value for money and shows a similarly outstanding capacity to improve. Governors have a good understanding of the school's priorities and are involved in daily school life.

Teachers are strong and highly reflective practitioners. The outstanding quality of teaching and learning ensures that pupils are eager to learn and that they achieve remarkably well. Until recently, children entered the Foundation Stage with skills well below national expectations. With full, extended provision now in place, children arrive with better developed skills, although these are still below national expectations. By Year 2, pupils reach broadly average standards, except in mathematics where their attainment is significantly higher than average. In the 2006 expected test results, Year 6 pupils reached average standards. From low starting points, their achievement was outstanding. A similarly impressive picture of progress is replicated throughout all year groups. Data is the common currency in school. Staff use it particularly well to ensure that all groups of pupils, including those with learning difficulties and/or disabilities or particular gifts and talents, achieve their best. All pupils are offered just the right levels of challenge.

Pupils' personal development and well-being are outstanding. Pupils are proud to say they belong to the Shaw Wood 'family'. They relish taking responsibility for their own school community. For instance, they helped to fashion the new school crest and uniform with the assistance of outside designers. They know what is needed to enjoy a safe and healthy life. The school works very hard with parents and pupils to promote regular attendance through innovative reward systems. Even so, attendance levels hover below the national average.

The outstanding curriculum motivates pupils to work diligently. They are eager to experience as many new opportunities as possible. The school's innovative literacy programme, Success For All, (SFA) is pivotal to the success the school enjoys. Pupils in mixed age groups work together each morning to extend their literacy skills. They say how much they enjoy these sessions. Foundation Stage children are unable to choose when they access the outdoor curriculum, which limits their opportunities. Parents, pupils and staff agree that CommUniversity gives them all a marvellous

opportunity to try new skills and experiences. Parents agree very strongly that their children enjoy school. The school offers outstanding levels of care, guidance and support to pupils. Adults are consistent in their expectations and pupils know exactly how to behave or respond. They vie eagerly for weekly rewards. The school is an orderly place of academic learning and personal growth. There are excellent systems to track the statistical progress of each pupil in every curriculum area. This is impressive. Any deviation from their projected target results in a recovery plan or greater challenge. This ensures that pupils are quickly brought back on track.

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

- Allow children in the Foundation Stage to choose when they work outdoors.
- Raise pupils' levels of attendance.

## **Achievement and standards**

### **Grade: 1**

Children now enter the Foundation Stage with skills below national expectations, particularly their communication and social skills. The school is beginning to reap the benefits of the extended provision it provides for young children. By the end of the Foundation Stage, pupils have made good progress and attain skills above national expectations. In 2006, pupils in Years 2 and 6 attained broadly average standards. These reflect outstanding achievement in light of pupils' low starting points and their disturbed pattern of schooling. Since the amalgamation, the rate of progress made by all groups of pupils, including those with learning difficulties and disabilities, those who speak a first language other than English and those with particular gifts and talents, is far faster than average. This is because all the staff are highly skilled and clearly focused on guiding each pupil as quickly as possible to the next level in their learning. Inspection evidence shows that the current Year 6 pupils are on track to attain standards higher than the national average, a further improvement on the expected results from last year.

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

### **Grade: 1**

Pupils speak of their school with pride. They say that it is 'friendly and fun'. Consequently, their commitment to their own learning and to the school community is blossoming. Pupils particularly enjoy features such as the Pupil Development Centre and the many enticing CommUniversity opportunities. These add significantly to their chances of successful future well-being. Their spiritual, moral, social and cultural development is outstanding. Pupils demonstrate an increasing maturity in the way they eagerly take responsibility for school life as council members or playground buddies. They thrive on this involvement and have raised the healthy eating focus at lunchtimes. Pupils share remarkably well and are very supportive of each other during lessons when they act as listening partners. Older pupils are quick to help the younger ones and the playground is a friendly place. One pupil summed up the feelings of many

by saying, 'Everyone smiles at this school and we are one large circle of friends.' Pupils' behaviour is excellent because of the very high expectations set by staff. Despite the school's best efforts, rates of attendance are below the national average. Some parents do not insist that their children come to school every day.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The first class quality of teaching and learning is due to exceptionally high expectations from teachers and support staff and their meticulous tracking of pupils' progress. This ensures that levels of challenge are pitched at just the right level for each pupil. The consistent use of 'active listening' in lessons leads to the excellent standard of behaviour in classrooms. The positive attitudes of pupils towards school in general, and their lessons in particular, are a key factor in the quality of their learning. Pupils remain engaged in their learning throughout lessons because of the brisk pace and clear learning objectives. The consistent requirement for pupils to respond in full sentences has a very positive impact on both their spoken and written language. The encouragement to work with a talking partner or as part of a team develops confidence and has a marked impact on pupils' learning, especially for those who find their learning hard. Most importantly, pupils learn to get on with other people, a valuable life skill particularly for the workplace. The use of high quality resources including information and communication technology contributes significantly to outstanding teaching and learning.

### **Curriculum and other activities**

#### **Grade: 1**

The enriched curriculum offers much innovative practice to engage pupils' curiosity and enhance their personal development. The school literacy programme, Success For All, (SFA) offers pupils of different ages but similar abilities challenging activities that ensure they make maximum progress. Residential and other visits are used to enrich aspects of the curriculum including history, the arts and environmental studies. The excellent CommUniversity provides a mouth-watering array of before and after school clubs, Saturday morning and holiday opportunities for learning, including booster clubs and sporting fixtures with other schools for pupils of all ages. First class international links with European schools provide pupils with excellent opportunities to broaden their experiences. The teaching of Spanish and Japanese to all pupils adds even greater depth to this outstanding curriculum. Children in the Foundation Stage enjoy a similarly rich curriculum, although they need more opportunities to work outside.

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## Care, guidance and support

### Grade: 1

Exceptional levels of academic support and personal guidance for all pupils, including those with learning difficulties and/or disabilities or particular gifts and talents, help them reach their full potential. Pupils are fully aware of, and work consistently towards, regular targets for improvement. The Pupil Development Centre is a haven for pupils with behavioural or other difficulties. Skilled staff support them unobtrusively and with great sensitivity. Parents say that they are kept well informed of their children's progress. One comment summed up the views of many: 'Staff are very helpful and I am always made very welcome when I visit the school.' Child protection procedures are in place alongside the required vetting systems for staff. Any health and safety matters are speedily addressed. Conscientious caretaking, kitchen, lunchtime and administrative personnel ensure that school routines run smoothly.

## Leadership and management

### Grade: 1

The headteacher's guiding aim is to 'enable all children to reach their potential'. This, coupled with the right development priorities, has led to an increase in standards and in pupils making exceptional progress. There is no room for complacency here. The headteacher is a strong role model for pupils and staff. The skills of senior leaders have grown considerably under his stewardship. Phase and subject leaders drive forward developments with relentless determination. Data analysis is used assiduously to secure continued success for pupils. Behaviour is very well managed. Local and international links are carefully established. These excellent partnerships enrich the life experiences of both pupils and staff. Governors are very supportive of the school. They know what the school needs to do next.

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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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	NA

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
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	1

### The quality of provision

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

<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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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**

Thank you for your friendly welcome when we visited you recently. It was such a pleasure to see how much you all enjoy being part of your outstanding school, Shaw Wood Primary.

You shared so many exciting details with us about your school. We agree with you that the pupil development centre is very restful. You said how helpful it is to go there to work in smaller groups. Music is such a successful part of your school. The huge variety of activities you enjoy through CommUniversity is astonishing. Your Spanish and Japanese speaking skills are also impressive and you know lots about life in other countries.

Your school has managed to achieve a great deal in a short space of time. Your test results show you have all helped with this and are making excellent progress, so well done! The skilful adults who work in your school are particularly good at setting you work that you enjoy. They also know exactly how to help you do better and better.

We have asked your school to look at the following areas to improve so it will be even better. We would like children in the Foundation Stage to be able to choose when to work outside. Your parents and carers can help with something else. They need to make sure that you come to school every day, so you don't miss important work.

You are right to be very proud of your school. Often, the challenge in being part of an outstanding school is to keep it like that every year. We are sure you will each try your best to make this happen.