

# Shavington Primary School

## Inspection report

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<b>Unique Reference Number</b>	111215
<b>Local Authority</b>	Cheshire
<b>Inspection number</b>	310535
<b>Inspection date</b>	17 June 2008
<b>Reporting inspector</b>	Kevin Johnson

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	261
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr K Gibbs
<b>Headteacher</b>	Mr Stephen Mitchell
<b>Date of previous school inspection</b>	28 June 2004
<b>School address</b>	Southbank Avenue Shavington Crewe Cheshire CW2 5BP
<b>Telephone number</b>	1270 661527
<b>Fax number</b>	1270 650567

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## Introduction

The inspection was carried out by one Additional Inspector.

The inspection evaluated the overall effectiveness of the school and the following aspects were investigated: the standards reached by pupils and the progress they make, especially in reading and writing at Key stage 1; the effectiveness of the Foundation Stage; pupils' personal development and well-being; the quality of the curriculum; the quality of academic support and guidance for pupils, and leadership and management of the school. Evidence was gathered from: the school's self-evaluation, national published assessment data and the school's own assessment records, policies and minutes; observation of the school at work; discussions with staff, pupils and governors and scrutiny of pupils' work and the parents' questionnaires. Other aspects of the school were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included where appropriate in the report.

## Description of the school

This is an average sized school. The vast majority of pupils are of White British heritage. No pupil from minority ethnic groups receives support for English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average. Similarly, the proportion of pupils known to be eligible for free school meals is below average. The school has achieved a number of nationally recognised awards for curriculum development. Amongst these are the Inclusion Quality Mark as well as the Eco Schools and Healthy School awards.

## 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. Leaders' unflinching focus on high quality education and care for pupils together with excellent teaching and an outstanding curriculum have brought about significant improvement in standards over recent years.

Pupils' spiritual, moral, social and cultural development is outstanding. They agree unanimously that they enjoy learning because of the exciting ways in which they are able to explore their own interests and express their ideas. Links with schools in Tanzania, France and Spain give pupils an extremely broad understanding of different cultures. This is further enhanced by them learning the languages of those countries. Many parents comment on their children's eagerness to arrive at school in the mornings. Relationships and pupils' behaviour are excellent. Politeness and good manners are consistently evident. Attendance has risen to well above the national average. Pupils are fully aware of the importance of maintaining a healthy lifestyle. They have an active 'travel plan' to promote healthier ways of getting to school and are full of enthusiasm for the range of sports clubs provided. The school council has overseen changes to provide a healthier selection of lunch menus. Pupils now have their own vegetable plot and plan to hold a 'farmers' market' when the vegetables are harvested, to raise funds for school projects. Pupils are excellent ambassadors for Shavington Primary because of their generosity towards senior citizens, in particular, at Harvest and Christmas times. By the time they leave the school, they are self-motivated and confident young people who are exceptionally well prepared to secure their future personal and economic well-being.

Standards at the end of Year 6 have been significantly above the national average over the past four years and have improved year on year. Standards in science in 2007 were exceptionally high representing outstanding achievement in that subject. The school's assessment data indicate improved performances in both key stages in 2008 and that targets for the end of Year 6 are likely to be exceeded. In Year 2, standards in reading are well above average. Teachers' focus on improving pupils' writing and problem-solving skills at the end of Year 2 is also beginning to raise standards. Nevertheless, the school recognises the potential to increase further the numbers who achieve the higher levels. Children enter Reception with skills that are typical for their age and make excellent progress to achieve outstandingly overall by the time they leave Year 6.

Pupils' excellent progress is due to the outstanding quality of teaching they receive. They say that lessons are great fun because there is so much to do. Pupils also enjoy the way in which teachers use resources to bring lessons to life. A major factor in pupils' learning is teachers' rigorous use of assessment information to plan pupils' next steps in learning and to involve them in setting targets. This gives pupils an excellent understanding of their own progress. High quality marking leaves them in no doubt about what they need to do next. The skills and experience of teaching assistants make them an important and valued part of the teaching team. They know the pupils well, and when working with those who have learning difficulties and/or disabilities, are very sensitive to their particular needs. Relationships in lessons are excellent. Pupils know that their contributions to lessons are valued and this increases their confidence and eagerness to learn.

Pupils' learning thrives because of the outstanding curriculum. There are a great many opportunities for them to apply different skills across a range of subjects so that their learning has real purpose. The range and quality of activities to enrich pupils' experiences are exceptional.

Residential visits, for example, are planned for pupils from Year 2 onwards. They included a visit to France for Year 5 and for Year 6; one that is shared with pupils from the feeder high school. There is an impressive calendar of visits and visitors to school and an equally impressive selection of after-school clubs to foster pupils' interests in such things as sport, cookery, origami or puppet skills. Pupils' personal, social, health education and citizenship are very well provided for. Consequently, when they leave the school, pupils are very well prepared to make informed choices about their personal well-being and relationships.

The headteacher's inspiration and drive have led directly to the development of an exciting learning environment and, subsequently, pupils' genuine enjoyment of school. He leads from the front and, in doing so, has won the support and admiration of parents, pupils, and staff. Parents agree overwhelmingly that their children are in safe hands. The school ensures that required procedures are in place to justify that confidence. Parents' comments about their children's excellent progress and enjoyment of school appear frequently in their responses to the questionnaires. The school's educational direction is clearly set out in its development plan. Senior managers play a crucial role alongside the headteacher in initiating strategies for improvement and checking on their effectiveness in order to maintain an accurate view of the school's overall performance. This has brought about the improvements in standards and in the effectiveness of teaching, whilst enhancing the energy and excitement of the curriculum. The systems in place to check pupils' academic progress leave nothing to chance. Individual progress is reviewed frequently and intervention, when needed, is swift. All teachers share accountability for pupils' achievements and standards. Excellent links with high schools and the wider community enhance pupils learning and prepare them well for transfer to the next phase of their education. Governors provide strong challenge and support for the school. They are fully aware of the school's strengths and future direction and manage finances very efficiently to provide outstanding value for money. Given the quality of leadership and management at all levels, the school has excellent capacity to maintain the current quality of education and care for its pupils.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

Children make rapid progress in the Foundation Stage because of the outstanding provision. When they enter Reception, children's abilities are typical for their age in most areas of their learning, but some aspects of their communication, language and literacy skills are below expectations. By the end of Reception almost all children reach and some exceed their expected targets. The teaching of letters and sounds has a very positive impact on early reading and writing skills so that children quickly gain the confidence to try writing independently. That impact is also beginning to be seen in Year 1 because of the carefully planned transition from Reception. Outstanding leadership has resulted in the staff already embracing the most recent Foundation Stage guidance. This has led to children having a say in how they will learn and, in particular, the exciting use of the outdoor area where they find imaginative ways to solve problems and extend their language skills. Each new step in learning is based on careful assessments of children's day-to-day progress. There is excellent liaison between Reception and the pre-school which is based on the school site. Induction systems ensure parents receive a friendly welcome and opportunities to contribute to their children's learning process.

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

- Further increase the numbers achieving higher levels in writing and at Key Stages 1 and 2.

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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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	2
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

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	1
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	1
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?	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.

## Annex A

**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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

Inspection of Shavington Primary School, Crewe, CW2 5BP

Thank you very much for the splendid welcome you gave me when I inspected your school recently. I was extremely impressed by your politeness, good manners and how happy you all were to be in school. I was also pleased to find how many of you come to school so regularly. I wondered if it was anything to do with those smashing school lunches. Whatever the reason, well done! It's very important so keep it up. Being able to sing Happy Birthday in three different languages is also quite amazing.

You have an outstanding school. You make excellent progress because your teachers make lessons fun and because of the wonderful range of activities they plan for you throughout the year both in and outside lessons. All the grown-ups in school take extremely good care of you and make sure you always know what to do next to improve your work.

You have an excellent headteacher who has already decided what to do to make your school even better. We discussed this and agreed that even though you are doing very well at present, in future, even more of you could reach the higher levels in writing.