

# Shadwell Primary School

## Inspection report

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<b>Unique Reference Number</b>	107917
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	324674
<b>Inspection date</b>	10 February 2009
<b>Reporting inspector</b>	Lesley Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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 (total)	192
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Ruth Drew
<b>Headteacher</b>	Ms Sue Pyatt
<b>Date of previous school inspection</b>	14 June 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Main Street Leeds West Yorkshire LS17 8JF
<b>Telephone number</b>	0113 2144127
<b>Fax number</b>	0113 2329153

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues: pupils' academic and personal achievement; the extent to which pupils are involved in assessing their own learning; and provision in the Early Years Foundation Stage. Evidence was gathered from the school's self-evaluation; national published assessment data and the school's own assessments of pupils' standards and progress; documentation provided by the school; discussions with the headteacher, other school leaders and pupils; observations of the school at work; and questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but evidence was gathered to check the school's own assessments, as given in its self-evaluation, and this is referred to where appropriate in this report.

There is a privately managed extended childcare provision on site. This provision was inspected separately and receives a separate written report.

## Description of the school

Half the pupils come from outside the village of Shadwell to attend this smaller than average school. The Early Years Foundation Stage consists of a Reception class. Seventy five per cent of pupils are of White British heritage. Twenty-five per cent come from minority ethnic groups, including Asian, Asian British, Indian, Pakistani, mixed White and Chinese backgrounds. A very small number of children are at the early stages of learning English. A small proportion of pupils have considerable learning and/or behavioural difficulties though the overall proportion of pupils with learning difficulties and/or disabilities is below average as is the number with a statement of special educational need. Staffing has changed considerably in the last two years. The school holds the following awards: Stephen Lawrence (Stage 1), the Inclusion Chartermark, Artsmark Gold, National Healthy Schools and Activemark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Shadwell Primary School gives pupils an excellent all-round education. It has outstanding capacity to improve further. Outstanding leadership, management and governance ensure that every new development starts from the basis of, 'What would this be like for the children?' Every child therefore clearly matters. Pupils say, 'Teachers help you if you are struggling but they don't push you.' Personal and academic achievement is outstanding because of exceptionally good teaching. The school takes extremely good care of all of its pupils and as a result pupils think school is, 'fun and educational', 'brings us out of our shell' and 'everyone respects you'.

Most parents have very positive views. A typical comment is, 'Teachers work hard to make children's school experience enjoyable.' A small number expressed concerns about the level of difficulty of some of the homework: the school is addressing this through a curriculum meeting for parents. The curriculum is good: it is lively, interesting, broad and balanced with interesting connections between different subjects.

Achievement is outstanding because teaching quality is excellent in every class. From starting points that are above what is typical for their age pupils go on to reach well above average standards at the end of Year 2 and consistently very high standards at the end of Year 6. The school exceeds its very challenging targets. The occasional dip at the end of Year 2, when a few pupils take a little longer to learn basic skills, is ironed out later on because provision for pupils' individual needs is outstanding at both key stages.

By the end of Year 6, virtually all pupils meet nationally expected levels in English, mathematics and science and nearly three-quarters exceed them. The trend in the school's results in national tests is steadily upwards. Pupils with learning difficulties and/or disabilities make excellent progress because they are given outstanding support so they can work with others. Their achievement in writing, for instance, is excellent because they too, like their friends, learn through discussion and drama, practising different writing skills for a real purpose. The achievement of pupils from minority ethnic groups or who have particular gifts or talents is exceptionally good. This reflects the school's strong emphasis on equality of opportunity for all and its whole-hearted celebration of diversity.

Standards are exceptional in reading and in science where most pupils reach the higher Level 5. Standards in mathematics are set to equal them because pupils are taught in small groups in Year 6. This means that pupils receive a great deal of individual attention. They are encouraged to think laterally and apply their skills. For instance, the more able pupils used their knowledge of perimeters and formulae to calculate a curved perimeter on an ordinance survey map before converting the result to its true length. Year 4 has begun work on a school newspaper which will eventually give further opportunities for gifted and talented children across the school to write for a real purpose. Strengths in teaching include clear instructions, a well judged pace and excellent use of teaching assistants to support the learning of different ability groups. Imaginative use of resources, including extensive use of information and communication technology both as a teaching aid and interactive resource for pupils leads to purposeful and lively learning. Typically, lessons are fun and very well organised with a working buzz of talk as pupils discuss ideas with neighbours and work together to solve problems or carry out practical activities. They agree that, 'Writing and science are good because we like using our imaginations.' Different classes use different ways of involving pupils in assessing their learning:

all are effective. The systems to track pupils' progress are highly efficient and used very well by teachers to decide what to teach next. As a result, pupils know how well they are doing and what they need to do to improve their work.

Pupils grow increasingly confident and independent as they move through the school. They have an excellent understanding of health in its widest sense: for example, they are currently investigating ways of ensuring packed lunches are healthy and how to make their school more energy efficient. Older pupils take good care of younger ones, serving their lunches on 'family tables', and so pupils feel safe. Safeguarding procedures meet current government requirements. Pupils are adamant there is no bullying but say there is, 'some falling out but it is usually sorted out' because they, 'know who to turn to for help'. Behaviour both in and around the school is excellent. Those who have behavioural difficulties are taught very effective strategies to help them manage their behaviour.

Pupils are proud of their school. Classes 2 to 6 have four school council members and pupils feel their views are well represented and, 'The school council gets things done.' Pupils' spiritual, moral, social and cultural development is first class because of their broad education, excellent inclusion and celebration of different faiths and cultural diversity within school. Strong links with the local community and developing links with national and international communities reflect the governors' strong commitment to community cohesion. Pupils are extremely well prepared for their future lives not just because of their advanced literacy, numeracy and communication skills but because they also work extremely well together, listen to and respect others' views.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

Provision is good with outstanding provision for children's welfare and personal, social and emotional development. This means that children feel happy, safe and secure and quickly settle into the Reception class routines. They quickly grow in confidence and independence because the staff skilfully nurture their interests and encourage them to be more adventurous in their choices. Children's starting points are generally above what is typical for their age. By the end of the Reception year, most meet and a good proportion exceeds the level expected in all areas of learning. Teaching quality is good and staff take very great care to ensure that each child learns at the right level. Adults pose questions well so as to move children's learning on. Their observations of children's progress are very thorough and used well to plan the next steps in learning. The new Learning Journals provide parents with a good picture of celebratory moments. Staff are developing the new Early Years Foundation Stage curriculum well and indoors children have a good range of interesting and thought-provoking activities to choose from. Opportunities for them to move freely between indoors and outdoors as they choose are restricted both by the timetable and the limited areas of learning on offer outside. The provision is well led and managed resulting in children's lively enjoyment of learning.

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

- Ensure that children in the Early Years Foundation Stage spend the greater part of their day choosing freely from a wide range of activities that are equally interesting and thought-provoking both indoors and outdoors.

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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?	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 capacity to make any necessary improvements	1

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

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

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	2
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
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?	1

## 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 eliminated	1
How well does the school contribute to community cohesion?	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



**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Shadwell Primary School, Leeds, LS17 8JF

Thank you for welcoming us and talking to us so readily. We very much enjoyed meeting you all. Your school gives you an outstanding education. Not only does it help you to make exceptionally good progress and reach very high standards in your work but it also helps you to become confident, thoughtful young people who respect the needs of others. I agree with you that your school is, 'fun and educational'.

These are some of the best things about your school.

- High standards, especially in reading, mathematics and science and some really good writing with lots of interesting sentences and ideas.
- Excellent learning in every class because your teachers make lessons extremely interesting, lively and fun and give you lots of challenges.
- You know how well you are doing and what to do to improve your work.
- Outstanding support for those of you who need extra help and for those who find it easy to learn.
- Outstanding leadership and management from your headteacher and other staff which means the school runs smoothly and adults, including the governors, have lots of ideas as to how to make it even better.

This is what I have asked your school to do next.

- Reception children should spend the greater part of their day choosing from a wide range of interesting activities that make them think and find things out for themselves. At the moment, they are doing this indoors for some of the day but not nearly so much outside and they do not move freely between the two. So I have recommended that Reception children should spend the greater part of their day choosing freely from a wide range of activities that are equally interesting and thought-provoking both indoors and outdoors. This will help them to learn and develop at the right pace for each of them.