

# Shaw Primary School

## Inspection report

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<b>Unique Reference Number</b>	115058
<b>Local Authority</b>	Thurrock
<b>Inspection number</b>	326121
<b>Inspection dates</b>	11–12 November 2008
<b>Reporting inspector</b>	Ian Jones

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	360
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>	Mr Joe Dorado
<b>Headteacher</b>	Miss Donna Dry
<b>Date of previous school inspection</b>	9 November 2005
<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>	Avon Green South Ockendon Essex RM15 5QJ
<b>Telephone number</b>	01708 852367
<b>Fax number</b>	01708 851567

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<b>Age group</b>	3–11
<b>Inspection dates</b>	11–12 November 2008
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Shaw Primary School is an above average sized school. Early Years Foundation Stage (EYFS) provision is available to children in the nursery and reception classes. Pupils' starting points on entry are, for the most part, well below those expected for their age. The proportion of pupils eligible for free school meals is well above average. Numbers joining or leaving the school other than at the normal times are higher than usual. The percentage of pupils with learning difficulties and/or disabilities is well above average and includes speech, language and communication difficulties, moderate learning difficulties, and behavioural, social and emotional concerns. Most pupils are from White British backgrounds. The proportion known to be at an early stage of learning English as an additional language (EAL) is average.

Since the departure of the headteacher in April 2008, the deputy headteacher has been the acting headteacher. The school is to be federated with another local primary school in January 2009, when a new headteacher takes up post. Awards gained by the school include: Basic Skills Quality Mark, the Inclusion Quality Mark, Investors in People, Active Mark and Healthy Schools.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school. The acting headteacher, supported by a committed staff team, has worked hard to ensure the school has continued to run smoothly on a day-to-day basis. Governors have worked effectively to ensure the smooth transition of the school into a new federation with another local primary school. Leadership and management are satisfactory. Much needed improvements to standards in English have continued, thanks to the determined efforts of the leadership team. The large majority of parents are supportive of the school's work and rightly appreciative of the care and support that children receive.

At the end of Year 6, while standards are below average, progress is satisfactory overall. Recent improvements in the quality of the teaching of reading and writing skills in English have helped to raise standards and accelerated progress, ensuring achievement is at least satisfactory and sometimes better. However, the rate of progress in mathematics has been slower than English, and although a decline in standards has been halted, some pupils are not making enough progress. The school is well aware of its priorities for improvement, and has plans to bring about the improvements needed. Overall, the school has a satisfactory capacity to improve.

The behaviour and attitudes of pupils are good. Pupils are considerate and caring towards each other. The school provides a nurturing environment in which pupils are happy and enjoy their experiences. Rare incidents of bullying are dealt with effectively and, consequently, pupils say they feel safe in school. Attendance is improving but remains below average despite the school's considerable efforts. Pupils' awareness of how to live a healthy lifestyle is good, and supported well by their understanding of what constitutes a healthy diet. Pupils make a good contribution to the community. They appreciate that their views and opinions are taken into account through the class and school councils. Pupils' satisfactory skills in English, mathematics, and information and communication technology (ICT) prepare them adequately for the next stage of their education. Their good attitudes and behaviour further ensure a smooth transfer to secondary education.

Teaching and learning are satisfactory. Some lessons engage and motivate the pupils with interesting activities, but insufficient use is made of assessment information to pitch the work at the correct levels for all pupils, particularly the more able. Learning opportunities are satisfactory overall; good features, such as the good range of enrichment activities, add to the pupils' enjoyment and interest. Good personal, social and health education (PSHE) has contributed significantly to pupils' good spiritual, moral, social and cultural development. The mathematics curriculum is not consistently well developed, limiting opportunities for pupils to reach higher standards. The care, guidance and support received by pupils are good overall; pastoral support is a particular strength. Good provision for vulnerable and disadvantaged pupils ensures that they are fully included in the life of the school.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Learning in the EYFS is fun, and children make good progress from their low starting points. There is a wide and varied range of practical hands-on activities where children are nurtured, play together happily and develop a love of learning. The school works closely with parents, who are very happy with the care provided, commenting how pleased they are with the arrangements for settling children into school. Learning is well planned, activities well matched

to pupils' needs and there is a good balance of indoor independent and adult-led activities. Staff know the children well and make sure that they get the right level of support to help them develop independence, but also feel secure. They make good use of assessment information to target particular aspects in need of improvement, such as speech and language. The school acknowledges that further improvements need to be made so that outdoor learning complements indoor activities. The EYFS is well led and managed, accurately evaluating its performance and ensuring good progress is made.

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

- Accelerate progress to raise standards across the whole school in mathematics by extending the range of learning opportunities in this subject.
- Build on existing good practice to improve the overall quality and consistency of teaching across the school.
- Provide greater challenge for more-able pupils through better use of assessment information.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Pupils, including those with speech, language and communication difficulties, moderate learning difficulties, and behavioural, social and emotional concerns make satisfactory progress. When children start school, their performance is usually well below that normally expected. They make good progress in the EYFS, and begin Year 1 with levels of attainment that are below, but closer to, those expected of children of their age. Standards remain below average at the end of both key stages. The school's accurate assessment information shows that the majority of pupils make satisfactory progress by the time they leave. Although progress is satisfactory overall, there is unevenness in the progress made in different subjects in some classes in Key Stages 1 and 2. The rate of progress in English is accelerating and an increasing proportion of pupils are beginning to make good progress because of recent improvements in marking and assessment in this subject. During the same period, progress in mathematics has declined from previously good levels, resulting in some pupils not making the progress they could because the range of learning opportunities for all abilities is not as well developed as it could be.

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

### **Grade: 2**

Pupils enjoy school. Their politeness and good attitudes to work reflect the positive ethos projected by all staff. They consistently behave well. Pupils say they feel safe and are confident that staff will deal well with any difficulties they experience. There is a varied and popular range of after school clubs offered, and take up is high. Pupils understand how to keep healthy and enjoy the healthy snacks at break times. Spiritual, moral, social and cultural development is good. Pupils have an appropriate understanding of right and wrong, and the values shared by pupils and adults alike contribute to good relationships throughout the school and help prepare pupils well for the future. Pupils enjoy various roles of responsibility, for example as members of the school council and road safety monitors. They work hard to improve the environment, particularly on the playground, where Year 6 mentors are involved in the resolution of arguments or unacceptable behaviour. In many classes, pupils willingly gain from opportunities to learn

about racial equality and cultures different from their own. The school has worked hard to improve attendance since the previous inspection; it remains only broadly satisfactory because of the large number of absences taken by a small minority of pupils.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

While satisfactory overall, some good teaching was observed in which the teachers' enthusiasm was clearly transmitted to the pupils who, consequently, enjoyed learning. In some lessons, pupils are fully involved in learning, and teaching explains what they are going to learn and why. Teachers then check at different points in a lesson that their learning is on course. This good practice starts in the EYFS and was noted in several classes throughout the school, particularly in Year 6. In the best lessons, teachers listen carefully to what pupils say, build on their knowledge and extend their thinking through carefully targeted questioning. However, teaching is not consistently of this quality across the school. In general, teachers manage pupils' behaviour effectively. This enables all pupils to learn in an environment mostly free of distraction. Planning is often well developed and clearly identifies what different groups of pupils are to learn. This, and the mostly effective use of well-briefed teaching assistants, supports pupils with learning difficulties and/or disabilities appropriately. However, lesson planning does not always provide sufficient challenge for more-able pupils.

### **Curriculum and other activities**

#### **Grade: 3**

The broad range of enrichment and extra-curricular activities is greatly enjoyed by pupils and the take-up of clubs is high. There is good support for pupils' understanding of how to keep safe, fit and healthy in PSHE and citizenship. A strong relationship with other schools in sports gives pupils opportunities for competition and recreation. They have good links with the wider community. For example, they visit local parks, take science trips and enjoy a residential experience. Pupils are well provided for in music, drama, art and cookery. All Key Stage 2 pupils are taught French, and say that they enjoy learning the language. ICT is used well across the curriculum. Interactive whiteboards support teaching and learning, with both teachers and pupils showing an improving level of competence in the use of this technology. Useful links are established between subjects. The curriculum for mathematics is not sufficiently well developed to challenge learners at all levels, particularly the more able. There are weaknesses in number work across the school.

### **Care, guidance and support**

#### **Grade: 2**

Care, guidance and support throughout the school are good. The large majority of parents view Shaw Primary as a caring, friendly, happy and inclusive school. The school works closely with parents to ensure that children benefit - for example, in the support given by parents to support the school's drive to raise standards in English. The pastoral and physical care of pupils is very strong and has a positive impact on pupils' personal development. Robust procedures ensure that pupils are well protected. Teachers and teaching assistants work closely together to provide appropriate support for pupils who need additional support or those who find learning more difficult. They are particularly skilled at managing pupils with emotional and behavioural

difficulties. The school works well with a range of outside agencies to provide good support for individual pupils, including counselling for those who need it, and support for pupils from Traveller communities. This tailored support enables most of these pupils to make at least satisfactory progress. Support and guidance for pupils' academic development have been strengthened since the last inspection by improvements to marking procedures, particularly in English. Pupils have a satisfactory understanding of their personal targets and how to meet them, although they are better developed in English than mathematics.

## **Leadership and management**

### **Grade: 3**

The clear direction provided by the acting headteacher is keeping the school firmly focused on raising standards. Targets have been used with increasing effect to raise standards in English; in Year 6 tests in 2008 the school met its challenging English targets but failed to hit its mathematics target. The school welcomes and values pupils and promotes race-equality well. This contributes to pupils' personal development and well-being and to the positive learning environment in which they work and play.

The senior management team share the headteacher's vision. Although some are relatively new to their post, they are effectively developing their understanding of their roles and responsibilities. Systems for monitoring and evaluating the quality of teaching and learning and other important aspects of the school's work have resulted in a positive culture of regular review and development. The school has used the findings from monitoring to improve pupils' writing skills. However, although the school recognises the weaknesses in mathematics, it has not yet fully reversed the decline in the standards. Overall, achievement and standards are improving and the school is committed to further improvement. Community cohesion is effectively promoted through good links with parents and outside agencies, and pupils develop a good understanding of UK and global communities. Governors have worked tirelessly and successfully in preparing the school for the new federation arrangements. They are well informed and knowledgeable about the work of the school, offering support as necessary.

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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?	3
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?	2
The capacity to make any necessary improvements	3

**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?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	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/or disabilities make progress	3

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<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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	3

## The quality of provision

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

## 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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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	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

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

13 November 2008

Dear Pupils

Inspection of Shaw Primary School, South Ockendon, RM15 5QJ

Thank you for making my colleagues and myself so very welcome when we visited your school recently. We certainly enjoyed talking to you. We think yours is a satisfactory school and we know that you and many of your parents and carers think so too. We were impressed by your politeness and the way you get on with your teachers and each other.

Miss Dry and the staff are good at making sure you are safe and able to make satisfactory progress. They make sure that those of you who find learning difficult receive the help you need. We were very pleased to see how hard most of you work during lessons. We are also pleased to see how you take responsibility and are willing to do jobs and help around the school. We were impressed by the ways in which all the staff are helping you to behave well.

We have asked Miss Dry, the staff and governors to make your school even better by:

- helping you to make better progress and raise standards in mathematics
- ensuring teachers share good ideas that help you to learn
- giving those of you who learn quickly more challenge in your work.

You can help by continuing to try hard and always doing your best.

I wish you well for the future.

Yours sincerely

Ian Jones

Lead inspector