

# Shawclough Community Primary School

Thrum Hall Lane, Rochdale, Lancashire, OL12 6DE

**Inspection dates** 15–16 May 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. The vast majority of pupils make the progress expected of them in English and mathematics. The proportion of pupils making better progress than this compares favourably with national figures. It is growing strongly in English because of the school's sharp and effective focus on improving pupils' writing skills.
- All groups of pupils, including those who are disabled or with special educational needs, those known to be eligible for the pupil premium and pupils who speak English as an additional language achieve well. This shows the school's strong and successful commitment to providing equality of opportunity and tackling discrimination.
- Teaching is usually good with some that is outstanding.
- The school provides outstanding care, guidance and support for pupils' welfare and well-being. As a result, pupils are exceptionally proud of their school and behave impeccably towards each other and the adults working with them. Their spiritual, moral, social and cultural development is outstanding.
- Pupils feel exceptionally safe in school.
- Parents are strongly supportive of the school.
- Leaders and managers, including the governing body, have a clear view about what the school does well and where it could do even better. They drive the quality of teaching, achievement and the school purposefully forward.

### It is not yet an outstanding school because

- Not enough pupils make more than the progress expected of them for achievement to be outstanding.
- Not enough teaching is outstanding.

## Information about this inspection

- Inspectors observed teaching and learning in 19 lessons taught by 16 members of staff. Inspectors also looked closely at a sample of pupils’ written work in their exercise books. Inspectors also observed the teaching of phonics (letters and the sounds that they make) and listened to a group of pupils read.
- Inspectors held meetings with senior and middle leaders, groups of pupils and staff, and representatives of the governing body. An inspector also met with a representative of the local authority.
- Inspectors took account of a wide range of documentation including: information on pupils’ progress and attainment; the school’s evaluation of its effectiveness and the development plan; school records relating to behaviour, safety and the monitoring of teaching and learning; minutes of the meetings of the governing body; and reports from the school improvement officer.
- Inspectors took account of 37 responses on Parent View as well as summaries of responses to questionnaires sent out by the school to parents. Inspectors also took account of questionnaires returned by staff.

## Inspection team

Stephen Wall, Lead inspector

Additional Inspector

Pamela Davenport

Additional Inspector

Marilyn Massey

Additional Inspector

## Full report

### Information about this school

- Shawclough is much larger than the average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is well-above average. The majority are of Pakistani heritage.
- The proportion of pupils who speak English as an additional language is well-above average.
- The proportion of pupils known to be eligible for the pupil premium is broadly in line with the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.)
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding and raise achievement further by ensuring that:
  - all teaching takes fully into account what pupils already know and are capable of to set activities that are at the right level and neither too easy nor too difficult
  - all teaching has enough pace and variety to push pupils' learning along at a fast rate
  - teachers' feedback in their marking of pupils' written work shows clearly what they need to do to improve their work and that pupils are given opportunities to reflect on and follow up on their teachers' comments
  - targets for the performance management of staff are more closely linked to accelerating pupils' progress at a faster pace.

## Inspection judgements

### The achievement of pupils is good

- Children join the Early Years Foundation Stage with skills that are generally well below those expected for their age. They get off to a good start in the Early Years Foundation Stage where they settle quickly into the Nursery classes. In both the nursery and reception children make rapid progress because of the good and sometimes outstanding teaching that they receive and because of the wide range of stimulating activities planned for them.
- Pupils continue to make good progress in Key Stage 1 where attainment in reading and mathematics in recent years has been broadly average. Attainment in writing has been lower. It is rising securely, however, because leaders and managers have taken decisive action to improve its quality.
- There is a similar picture in Key Stage 2 with a stronger picture over time of attainment in reading and mathematics compared to that in writing. School data, confirmed by inspection evidence from lesson observations and scrutiny of work in pupils' books, show that pupils' attainment in writing is rising rapidly and securely.
- Nearly all pupils make the progress expected of them in English and mathematics by end of Key Stage 2. The proportion of pupils that make better progress compares favourably to national figures overall. In mathematics the proportion is larger than in English but the gap is closing securely.
- The pupil premium funds are used in imaginative ways that benefit individual pupils. As a result, the gap between the attainment of pupils who are known to be eligible for free school meals and other pupils has narrowed in recent years. In 2012 the attainment of pupils known to be eligible for free school meals was below that of similar pupils nationally in English and above the national average in mathematics. Overall, pupils known to be eligible for free school meals attained approximately one third of a National Curriculum level lower than other pupils in the school.
- Pupils who are disabled or with special educational needs also make good progress and achieve well because of the strong and effective support and guidance they receive. Staff quickly notice when pupils are having difficulties and organise additional help. Again, this demonstrates the strength of the school's commitment to providing equal opportunities.
- Pupils from minority ethnic backgrounds and those who speak English as an additional language also achieve well; again because of the effective support that they receive. This demonstrates the school's effective tackling of discrimination.
- The teaching of phonics and reading is successful in enabling pupils to make good and improving progress. Pupils enjoy reading.

### The quality of teaching is good

- The vast majority of teaching is good. In the Early Years Foundation Stage it is consistently of at least good quality in providing children with a wide range of stimulating and imaginative activities both in the classrooms and outdoors. There is a good balance of activities that are adult-led and those that children choose for themselves.
- Teachers have good subject knowledge and most plan their lessons well to contain a good variety of activities to keep pupils interested in their learning. Most lessons are taught at a fast enough pace to keep pupils busy and interested in what they are doing. However, a small amount of teaching lacks the necessary pace and variety to drive pupils' progress at a fast enough rate.
- Most teachers use information about what pupils already know and are capable of to plan activities that are pitched at the right level of challenge for pupils in their classes. However, sometimes, teachers set pupils tasks that are either too easy or too difficult. This occasionally slows their progress.

- Where teaching is outstanding, lessons move along at a very fast pace with activities that are matched closely to pupils' abilities. Pupils enjoy rising to the challenges that teaching presents and show great determination to give of their best. They enjoy working things out for themselves, only relying occasionally on the teachers' advice to point out where they have gone wrong or when they need a little advice.
- In a Year 5 English lesson, for example, on using punctuation accurately, the teacher used quick-fire and appropriately challenging questions to gauge pupils' understanding of what they were learning. All the pupils showed impressive recall of what they had learned previously and were eager to explain why a range of punctuation marks belonged in certain places in a text. Only when satisfied that every pupil was ready did the teacher set a range of different, challenging activities for different groups of pupils to complete on their own. Pupils set about their tasks with full understanding and relish. They made outstanding progress as a result.
- Teaching assistants play a pivotal and highly successful role in supporting pupils who are disabled or have special educational needs.
- Teachers mark pupils' written work regularly. The quality of their feedback to pupils on how to improve their work is of inconsistent quality, however. Pupils do not routinely have the opportunity to reflect on teachers' feedback and this limits pupils' capacity to make their work better.
- Reading and mathematics are taught well in the vast majority of lessons and across other subjects. However, opportunities for pupils to produce longer pieces of writing in subjects other than English are sometimes somewhat limited.

### **The behaviour and safety of pupils are outstanding**

- Since the previous inspection leaders and managers have maintained the outstanding quality of care, guidance and support for pupils. As a result, pupils' personal development is of the highest order. Pupils are politely inquisitive, confident and exceptionally proud of their school.
- Relationships between teachers and pupils in classrooms are consistently exceptionally strong. Teachers know each pupil as an individual. Mutual respect is universal across the school.
- Pupils' behaviour in lessons and around school is exemplary. Even when teaching fails to capture their interest fully, pupils are exceptionally keen to get on with things and give of their best.
- Pupils are acutely aware of the importance of good manners and treating others with respect.
- Pupils say, and school records confirm, that bullying of any kind is extremely rare. On the few occasions when it occurs, it is dealt with swiftly and effectively.
- Pupils say that they feel exceptionally safe in school. They are fully aware of what might constitute potentially dangerous situations and know how to avoid and/or tackle them.
- Pupils speak very knowledgeably with deep understanding about the dangers of using the internet inappropriately.
- The school's exceptionally wide range of enrichment activities both in school and in the wider community gives every pupil the opportunity to take on responsibilities that develop their confidence and self-esteem immeasurably.
- Attendance is improving and is average.
- The excellence of pupils' behaviour and their deep respect for each other and those who are different testify to the outstanding quality of pupils' spiritual, moral, social and cultural development.
- The vast majority of parents are very pleased with standards of behaviour in the school.

**The leadership and management are good**

- The school is led extremely well by the headteacher and the deputy headteacher. They have high expectations and are held in high regard by the pupils, staff and parents. Comments on several staff questionnaires indicated a high level of confidence in the school's leadership. Staff morale is high in pursuit of improvement.
- Occasionally, however, aspects of management do not match the outstanding quality of leadership. For example, targets for the performance management of staff do not routinely have a close enough link with targets for pupils' progress and achievement. This acts as a brake on accelerating progress at a faster pace.
- Leaders and managers check on the quality of teaching regularly and accurately. The outcomes are used effectively to identify training needs for individual members of staff and are linked closely to decisions about promotion up the salary scale.
- Leaders and managers understand the strengths and weaknesses of the school through detailed, accurate and honest analysis of its performance. They know what the school does well and where it could do even better. They take appropriate action to drive improvement. For example, decisive and effective action has been taken to improve pupils' writing skills demonstrating the school's good capacity for further improvement.
- The taught curriculum matches pupils' needs and abilities well. A wide range of enrichment activities, for example Forest Schools, adds immeasurably to pupils' positive experiences at school and is pivotal in providing excellent support for their personal development and positive attitudes.
- The school works very effectively with a number of partner schools to provide support and share expertise.
- Leaders and managers have developed and nurtured mutually supportive relationships with parents with great success.
- Policies and procedures for safeguarding pupils are exemplary and give no cause for concern.
- The local authority provides light touch support for this good and improving school.
- **The governance of the school:**
  - The governing body is exceptionally supportive of the school. It uses information astutely to evaluate the school's performance in relation to other schools both locally and nationally. The governing body knows the quality of the teaching in the school and is effective in holding leaders and managers to account for the rigour with which they check on its quality and drive up its impact on improving achievement further. The governing body understands fully the operation of performance management and monitors closely its link to salary progression. Governors have a firm grip on the school's finances including the allocation of pupil premium funding which they monitor closely. Governors take part in regular training to keep themselves abreast of developments and to hold the school to account for its effectiveness.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	105766
<b>Local authority</b>	Rochdale
<b>Inspection number</b>	412043

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

<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 of pupils on the school roll</b>	451
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joanne Lyons
<b>Headteacher</b>	Julia Sandiford-Mitchell
<b>Date of previous school inspection</b>	29 June 2010
<b>Telephone number</b>	01706 647991
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