

Inspection of a good school: Shavington Primary School

Southbank Avenue, Shavington, Crewe, Cheshire CW2 5BP

Inspection dates:

30 and 31 January 2024

Outcome

Shavington Primary School continues to be a good school.

The headteacher of this school is Paul McDowell. This school is part of The Learning Partnership Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Dan Thomas, and overseen by a board of trustees, chaired by David Wootton.

What is it like to attend this school?

Pupils are happy and enjoy attending Shavington Primary School. They pride themselves on making everyone welcome. Pupils celebrate each person's uniqueness. They follow the school's rules, 'be kind, be ready and be safe'.

Pupils behave well in lessons, which are calm and orderly. Older pupils are positive role models. They help children in the early years to learn how to conduct themselves well around school. Pupils appreciate the praise and rewards that they receive for making the right choices.

The school has high expectations for pupils' learning, including those with special educational needs and/or disabilities (SEND). It has a clear vision to prepare pupils for the next steps in their lives. Pupils try their best and take pride in their learning. The corridors are adorned with pupil's work showcasing a range of learning. Typically, they achieve well.

Pupils enjoy the numerous trips, visits and visitors which link to their learning. A recent visit from the local 'knit and natter' group supported the Year 2 pupils with the making of their sock puppets.

Pupils, including those in the specially resourced provision for pupils with SEND (specially resourced provision), benefit from a wealth of experiences. Their talents and interests are fostered well. Pupils enjoy attending many clubs, from sewing and choir, to lacrosse and football.

What does the school do well and what does it need to do better?

The school has developed an ambitious and well-thought-out curriculum. In most subjects, the school has carefully considered what pupils should know and the order in which this content will be taught. This is also the case in the early years, where the curriculum is well designed and delivered across the Nursery class and the Reception Year.

In a small number of subjects, the school is still refining its work to ensure that teachers are clear about what pupils should learn. This means that, on occasions, teachers find it difficult to design learning that helps pupils to gain important knowledge. This leads to gaps in some pupils' learning that prevents them from successfully building on what they already know.

In most subjects, where important knowledge is identified, teachers explain new learning clearly. They skilfully check what pupils know and take appropriate steps to address any misconceptions in pupils' knowledge that arise. Teachers support pupils to build on firm foundations and to learn new concepts. Most pupils progress well through the curriculum and are well prepared for the next stage of their education.

Staff across the school are well trained to teach pupils how to read. Children in the nursery class enjoy adults reading carefully chosen books to them at story times. As a result, children in the provision develop their early language well. Staff deliver the phonics programme consistently well. Pupils practise their reading using books that closely match the sounds that they already know. The school invites parents in for workshops to learn how best to support their children in their reading at home. Pupils who fall behind in the phonics programme are supported to catch up effectively. This helps pupils to become successful and fluent readers.

Staff know pupils extremely well. They identify pupils' additional needs quickly and accurately, starting in the early years. Staff are skilled at providing pupils with SEND the support that they need to get the most from their learning. Pupils within the specially resourced provision are ably supported. Experienced staff carefully tailor the curriculum into meaningful small steps of knowledge that meet pupils' individual needs.

The school supports pupils to develop positive learning behaviours. Pupils are focused and attentive in lessons. This helps to make the school a purposeful place to learn and play. Pupils are keen to attend school and rarely miss a day. Pupils and staff said that recent changes to the behaviour policy are having a positive impact on playtimes and during lessons.

The school focuses strongly on pupils' wider development. Pupils learn about diversity and are extremely respectful of different faiths and cultures. Pupils know how to keep themselves safe while online and how to keep themselves physically and mentally healthy. They enjoy the range of trips and visits on offer. These experiences help to build their confidence and prepare them for life beyond Shavington. Pupils recall many adventures from past residential and look forward to forthcoming trips.

The trust and the local governing body fulfil their statutory duties well. They provide the school with effective support and challenge. Staff are positive over consultations that take place prior to any changes. During recent years, the school has struggled to build effective relationships with some parents. This has led to some tension in the local community. The school, trust and local governors are keen to improve their communication strategy. They want parents to feel fully included in the life of the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not identified the knowledge and skills that pupils should acquire and when this should be taught. This makes it difficult for teachers to check whether pupils have understood and remembered their learning over time. The school should determine the knowledge that pupils should learn and when this should happen.
- A number of parents feel that the communication from the school could be improved. This aspect is placing a strain on the relationship that some parents have with the school. The school should work with parents to increase the relevance, timeliness and effectiveness of existing communication.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Shavington Primary School, to be good in September 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142441
Local authority	Cheshire East
Inspection number	10294392
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	437
Appropriate authority	Board of trustees
Chair of trust	David Wootton
CEO of trust	Dan Thomas
Headteacher	Paul McDowell
Website	www.shavingtonprimary.co.uk
Date of previous inspection	11 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Learning Partnership Academies Trust. This trust merged in September 2023 from two trusts: The Learning for Life Partnership and The Learning Alliance.
- A new headteacher and chair of the local governing body have been appointed since the previous inspection.
- At the time of this inspection, the substantive headteacher was not present. The school was being led by an interim headteacher from the trust.
- The school offers specially resourced provision for up to 12 pupils aged between 4 and 11 years old with autistic spectrum disorder. This is commissioned by the local authority. There are currently 12 pupils who access this provision. All pupils have an education, health and care plan.
- The school runs a before- and after-school club for pupils.
- The school makes use of one registered alternative provider for some pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector spoke with the interim headteacher, other school leaders and members of staff. She met with the chair of trustees and the chair of the local governing body. The inspector also spoke with the chief executive officer and deputy chief executive officer of the trust, as well as a representative of the local authority.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils from Years 1 to 3 read to a familiar adult.
- The inspector also discussed the curriculum in some other subjects and reviewed a sample of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed a range of documents including records of local governing body meetings, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' behaviour and attendance.
- The inspector spoke with groups of pupils about their experiences at school and observed their behaviour at playtime. She considered the views of pupils shared through Ofsted's online survey for pupils.
- The inspector spoke with staff about their workload and well-being. She considered the views of staff shared through Ofsted's online survey for staff.
- The inspector considered the responses to Ofsted Parent View, including the free-text comments. She also spoke to some parents and carers at the start of the school day.

Inspection team

Sue Dymond, lead inspector

His Majesty's Inspector

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