

CfBT Inspection Services
Suite 22

West Lancs Investment Centre T 0300 123 1231

Maple View
Skelmersdale

WN8 9TG

Text Phone: 0161 6188524

enquiries@ofsted.gov.uk

www.ofsted.gov.uk

Direct T 01695 566857

Direct F 01695 729320

Direct email: jkinsman@cfbt.com

13 November 2014

Mrs Julie Brown / Mr Lee McClure
Executive Headteacher / Head of School
Shawlands Primary School
Shaw Street
Barnsley
South Yorkshire
S70 6JL

Dear Mrs Brown / Mr McClure

Serious weaknesses monitoring inspection of Shawlands Primary School

Following my visit to your school on 12 November 2014 I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the third monitoring inspection since the school was judged to have serious weaknesses following the section 5 inspection which took place in July 2013. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is making reasonable progress towards the removal of the serious weaknesses designation. It is my recommendation that the next inspection of the school be carried out under the provision of section 5 of the Education Act.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter to the Secretary of State, the Chair of the Governing Body, and the Executive Director for Children, Young People and Families for Barnsley.

Yours sincerely

Ian Richardson
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in July 2103

- Improve teaching across Years 1 to 6 so that it is always at least good, by:
 - raising the expectations of all teachers about what pupils can find out from each other, and for themselves
 - reducing the amount of time teachers spend giving instructions at the beginning of lessons and ensure that the instructions are easy to follow
 - providing more time for pupils to talk about their learning and to collaborate with each other
 - ensuring all teachers systematically check all pupils' understanding in all lessons
 - ensuring all teachers are flexible enough in their planning to adapt the activities and experiences to meet learners' emerging needs, so that all are constantly challenged and learn well
 - ensuring all teachers check regularly the impact of support provided by teaching assistants.

- Raise standards and pupils' achievements in reading, writing and mathematics, especially in Years 1 and 2, so that pupils attain above the national averages when they leave school, by:
 - using information about all pupils' progress more assiduously to pinpoint underperformance earlier and to address shortfalls in teaching more urgently
 - checking more rigorously the impact of provision made for disabled pupils and those who have special educational needs, those for whom pupil premium funding is provided, and for the more able, in all year groups
 - improving pupils' sounding-out and recognition of common and unfamiliar words through regular opportunities to read individually, in pairs and in small groups
 - enhancing pupils' confidence to talk about numbers, use problem-solving skills and apply mathematics in real-life scenarios
 - ensuring all pupils write neatly, use basic punctuation accurately, spell familiar words precisely, and consistently organise their ideas in simple, then more complex, sentences.

- Ensure all pupils are motivated, eager to collaborate and work independently, in all lessons, by:
 - setting learning experiences in relevant and interesting contexts and scenarios
 - incorporating stimulating materials into lessons
 - developing pupils' skills and personal qualities so that they are confident to share views and ask questions of each other.

- Improve leadership, management and governance, building on recent improvements, so that all staff are ambitious for all pupils and set the highest expectations, by:

reviewing regularly and rigorously all information on pupils' achievements, especially those of disabled pupils and those who have special educational needs

checking regularly and rigorously the quality of teaching and its impact on pupils' learning introducing robust performance management arrangements for all staff

determining the effectiveness of pupil-premium spending, with particular emphasis on the progress made by pupils known to be eligible for free school meals

reviewing the curriculum to ensure that it provides relevant and stimulating experiences for all pupils, and that it takes advantage of the many visits and out-of-school experiences to enhance pupils' communication and mathematical skills.

Record on the third monitoring inspection on 12 November 2014

Evidence

The inspector met with the executive headteacher and the head of school. The inspector also interviewed a group of Year 6 pupils and a group of teachers with a range of roles and responsibilities. The inspector met with the Chair of the Governing Body, one other governor and the school evaluation officer from the local authority. The inspector made brief visits to classrooms across the age range jointly with the executive headteacher and the head of school. The inspector also walked around the school and its grounds at lunchtime to check on behaviour and safety. The inspection focused on the areas for improvement identified by the Ofsted inspection in July 2013 principally achievement, quality of teaching and leadership and management of the school.

Context

Since the Ofsted inspection in July 2013 the headteacher has resigned as has the Chair of Governors. Six governors have left the governing body and a new chair and vice chair have been appointed with a safeguarding adviser and three new governors. An executive headteacher and head of school have been appointed. Since the Section 5 inspection in July 2013 five teachers and two support staff have left the school. Four additional teachers, a new special educational needs coordinator and two additional support staff have been appointed. Three new assistant headteachers appointed in September are now in post as phase leaders.

The quality of leadership and management at the school

The executive headteacher and head of school continue to provide strong and effective leadership and management of the school. The clear improvements to pupils' achievements generally are a welcome consequence of their work. In interviews, teaching staff with a range of experience and responsibilities described systems the school has introduced to bring about these improvements. Staff reported how performance data are now thoroughly analysed and used to set challenging targets for staff and pupils; consequently achievement is rising. The systems include key stage teams being allocated time to plan and prepare collaboratively. Teachers now have a clearer view of what is to be achieved. The culture has changed to allow all staff, teachers and teaching assistants to contribute to discussions. Staff can now approach each other and senior leaders confidently with issues or for advice and they recognise increasing consistency of practice. Consequently the quality of teaching is rising.

The governing body has gone through a period of change since the section 5 inspection and works closely with the senior leaders of the school. In July 2014 the school went through a supported self-review of governance organised by the local authority. The governing body analysed the report thoroughly and created a document that gave clear responses to each of the recommendations made in the

review. As a consequence, the Section 5 inspection report has been used to inform the new structure of the governing body. The proposed structure has two committees; one with responsibility for data and standards and the other for personnel, finance and general. In addition, each governor is being allocated a clear area of responsibility. The governing body's response has also been to generate a development plan that addresses the findings of the review of governance. As a consequence, the governing body is now monitoring and challenging standards and performance more rigorously.

Strengths in the school's approaches to securing improvement:

- The culture of the school has been changed to bring about better inclusion of staff in the process of improvement identified as necessary in the Ofsted inspection report.
- The restructuring of the staff has ensured that all staff are involved and well informed about standards and requirements for improvement.
- The appointment of three new assistant headteachers has brought greater clarity and purpose to each phase in the school.
- The assistant headteachers are coordinating and developing teaching in a coherent way that is overseen by senior leaders.
- The school now looks outward to associated schools and other agencies and staff are ready to contribute to change in the school.
- The outcome of the local authority review in October 2014 was that the school was no longer deemed to be in a high risk category and was clearly improving.
- The local authority also carried out moderation at all levels of performance of pupils in the summer term 2014 which showed that there had been strong improvement in performance and improved the accuracy of school performance data.
- The review also confirmed key areas for development with the school, such as phonics (the sounds that letters make) in Key Stage 1.
- Actions taken by senior leaders, such as thorough monitoring of teaching and provision of appropriate training, are improving teaching.
- The monitoring and evaluation systems in place are strong and involve visiting lessons, checking planning, data collection points throughout the year and book scrutinies which are reconciled with planning.
- There are robust mechanisms for accountability across the school; there is a culture of holding each other to account.
- Attendance has improved, it is currently 96.3%, and leaders are interrogating data for groups, such as those pupils eligible for free school meals.
- Monitoring of pupils with special educational needs was formerly unreliable but has now been completely overhauled, ensuring appropriate interventions and individual education plans with targets that are understandable. As a result, these pupils are now making better progress.
- Parental involvement has been encouraged and there is now a volunteer parent council that meets with headteacher and governors. The school also carries out surveys of parental views.

External support

The local authority has supported the school's improvement and officers have effectively challenged and supported senior leaders.

The school also works in a formal collaboration of seven local primary schools which involves frequent meetings and the sharing of continuing professional development, sharing staff, mentoring, analysing performance data across groups and procurement of resources. The school also works closely with other headteachers and has links with a local secondary school and a teaching school.