

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 123 1231

Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 01695 566 937

Direct F 01695 729320

Direct email: [jsimmons@cfbt.com](mailto:jsimmons@cfbt.com)



20 October 2011

Mrs Blease-Bourne  
Headteacher  
Elworth Hall Primary School  
Lawton Way  
Elworth  
Sandbach  
Cheshire  
CW11 1TE

Dear Mrs Blease-Bourne

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:  
monitoring inspection of Elworth Hall Primary School**

Thank you for the help which you and your staff gave when I inspected your school on 19 October 2011 and for the information which you provided during the inspection. Discussions with senior leaders and managers, the pupils and the School Improvement Partner were also very helpful. Please pass on my thanks to all concerned for the time they gave to talk to me and for the welcome I received.

Since the May 2010 inspection, two members of teaching staff have left the school and two new class teachers have taken up post. The Early Years Foundation Stage leader is teaching the Reception class and a new subject leader for mathematics has been appointed.

As a result of the inspection on 17 May 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and good progress in demonstrating a better capacity for sustained improvement. The effectiveness of the school in improving pupils' behaviour is good.

Pupils enjoy their learning. They apply themselves well and are willing to work hard. The unvalidated test results show more Year 6 pupils attained the expected level in mathematics and reading than in previous years. Pupils' performance in writing was less strong and this accounts for the dip in the English results. Too few pupils attained the higher level in English and mathematics. In contrast, attainment improved at the end of Key Stage 1 because more pupils made better than expected progress from their starting points. Attainment is average and improving because

September 2010



the inconsistent progress pupils made across the school has been tackled successfully. Nonetheless, pupils, particularly the most able, are capable of achieving much more. Pupils with special educational needs and/or disabilities make similar progress to their peers because of the good support they receive in lessons.

Improvements to the Early Years Foundation Stage have led to children making better than expected progress. This means more children entered Year 1 ready for the National Curriculum. Planning has been reviewed and the organisation of the setting has been altered to better meet children's interests and learning needs. Consequently, child-led activities are more purposeful and the outdoor area has been developed to reflect all areas of learning. However, the opportunities for children to write independently are less well developed.

Weaknesses in teaching are being eradicated successfully so that more teaching is consistently good. Improvements to the curriculum mean teachers work in teams to plan more interesting and relevant activities. In the best lessons, teachers have high expectations of what pupils can achieve and there are good opportunities for pupils to work independently. Teaching is less effective when pupils have to sit and listen for an inappropriate amount of time or when activities do not provide enough challenge for the more-able pupils. The teaching of mathematics has improved because of a whole-school focus on promoting mathematical skills through practical activities. Insufficient opportunities for pupils to write at length mean the teaching of writing is underdeveloped. Teachers' marking is thorough and provides pupils with useful guidance on how to improve their work further.

Pupils' behaviour has improved. This is because the behaviour policy is applied consistently across the school and teaching is better at meeting pupils' interests. Pupils are considerate and respectful to adults and to each other. Low-level disruption is rare, although some pupils remain passive when teaching does not meet their needs fully. Pupils' behaviour around school is equally positive. Pupils say behaviour has improved and they are confident all teachers apply the rewards and sanctions fairly. Different groups of pupils say they feel safe in school and that bullying rarely happens. Pupils know what to do if they are being bullied and they are confident adults or members of the anti-bullying team will resolve any issues quickly.

Senior leaders and managers have acted swiftly and positively to the weaknesses identified at the previous inspection. Pupils' academic needs are now firmly placed at the centre of the school's work because there is a shared drive and common sense of purpose among staff. Observations of teaching are regular and lead to precise individual targets. The improved systems to check pupils' progress have led to greater whole-school accountability and sharper identification of priorities for improvement. Other leaders and managers have a clear understanding of their roles and responsibilities. They are making an increasingly effective contribution to the drive for improvement through their involvement in monitoring activities and the support and guidance they provide to their colleagues. Members of the governing



body have an accurate view of the school's strengths and weaknesses because of the quality information they receive and the effective training they have received. Overall, inspection evidence confirms the school is in a much stronger position than at the previous inspection. More effective monitoring systems and well-targeted support mean policies are consistently applied, teaching is improving and pupils are making consistent progress across the school.

The school has used the external support provided by the local authority effectively to secure improvements on key areas of weakness. The support provided by the local authority consultant for mathematics has led to improved achievement in mathematics. The work of the School Improvement Partner has supported senior leaders and managers in developing their monitoring systems.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Joanne Olsson  
**Her Majesty's Inspector**



## **Annex**

### **The areas for improvement identified during the inspection which took place in May 2010**

- Improve learning in the Early Years Foundation Stage by developing the use of the outdoor area to give children more opportunities to practise and consolidate their skills in all areas of learning.
  
- Raise standards of attainment by:
  - ensuring all teaching is at least good and increasing the pace of learning in lessons
  - ensuring all staff apply the marking, presentation and behaviour policies consistently.

